

Business Education Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

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• EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

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*Professor Marion Wood, IBM Education Consultant, was until recently, Asst. Professor of Secretarial Studies at Boston University. In her many years of experience as a teacher of high school, college and business school students . . . and of business teachers, too, she has become known as an authority on the teaching of electric typing.



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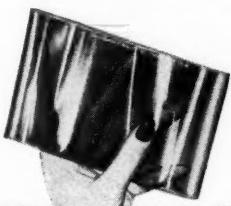


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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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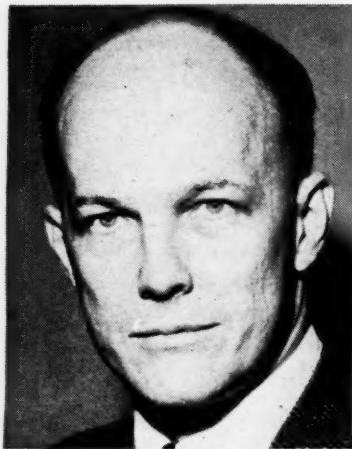
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In This Issue



WILLARD M. THOMPSON
Distributive Occupations Editor



JOHN A. BEAUMONT
Associate Editor

BUSINESSMEN AND EDUCATORS TEAMED TOGETHER FOR COMMUNITY SERVICE. What happens when the schools and colleges of a community unite with the retail merchants toward the purpose of developing better trained distributive workers? That is what this feature section of **BUSINESS EDUCATION FORUM** is about. From these articles you will learn how a junior college, an adult education program and a state college found their niches in distributive education and teamed together with the retail merchants for community service. Also you will find the reactions of two students and one parent who are participating in the program.

► Distributive education is impossible within the walls of a classroom. It must by its very nature spill out into the practical laboratory of the retail store; and if it is to accomplish its purpose with any measure of completeness, it must offer instruction to the bulk of men and women who should have it. This moves distributive education out beyond the limits of high-school aged youth to include a broader age bracket of 16 to 64 or more. Sacramento has no high school offering distributive education in cooperative work experience programs. In this respect its retail training facilities may be inadequate; but the description of what Sacramento has done in this area embraces ideas and constructive suggestions that have implications beyond one city's limits.—W.M.T.

► Teachers in the area of education for the distributive occupations have ideas, plans, and methods—and at the same time they have problems. The issue editor, Dr. Willard M. Thompson, and his co-workers share the profits of their experiences in the program which is operating so successfully in Sacramento, California. The feature section in this issue should prove most helpful to both the new and the experienced distributive educators who have problems to solve in the local program.

► There is something new to be learned from each of the articles appearing in the services section of this issue. The contributors are alert business teachers who are not afraid to try something different and make their findings known.

► If you are a member of the Southern Business Education Association, you will find the keynote address of the 1953 convention inserted in this issue. The title of the address given by Dr. Vernon Musselman, vice president of the association, is "Economic Changes in the Surging South." The insert is being distributed to UBEA-SBEA members in the South as a service of the regional association. A copy of the address will be mailed by the SBEA secretary to members who attended the convention but who do not reside in one of the Southern States.

► Both UBEA and the affiliated associations have condensed their news service in this issue to provide space for a service of Delta Pi Epsilon, a UBEA cooperating organization. The bibliography of selected articles should be helpful in locating additional articles on specific subjects.

► FBLA granted a charter to the one-thousandth chapter, Springfield High School, Springfield, Oregon, on March 26, 1954. A birdseye view of local chapter activities is published in this issue. This fast-growing youth organization may be just what you need to sell your business education program to the school and the community. A stamped and addressed envelope mailed to the UBEA office will bring you information on how to organize a chapter of FBLA in your school.

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THE Forum

The Stake of Distributive Education in National Prosperity

Will retailers be able to keep consumer dollars flowing through channels of trade? That is the challenge in 1954.

By R. C. VAN WAGENEN
Bureau of Business Education
State of California
Sacramento, California

PROSPEROUS people are happy people. There is less danger of "isms" creeping into our national life when people are contented. Both national and state governments have committed themselves, through the will of the people, to provide certain services which contribute to the general prosperity. All current and past services rendered by the government must be paid for at certain specified revenue rates; therefore, individual incomes must remain at high levels in order to produce sufficient tax revenue. Both national and state governments are watching retail sales as an index of prosperity. When the consumer reduces buying, sales tax revenue shrinks, which directly affects state and national income.

It is comparatively easy to maintain prosperity in wartime. Between wars, however, we have experienced economic depressions. Already the prophets of doom are predicting a mild business recession for 1954. It will not stave off depression to say that it cannot happen here. There are basic ingredients which go into a business slump.

Let's Look at Production

In the first place, let's take a look at production. It is a modern marvel of efficiency. Trained workmen in laboratories and shops have developed a high degree of specialization in the production of consumer goods. The training of chemists, engineers, draftsmen, machinists, has paid off in efficient production.

Let's take a look at our system of distribution. Do workers in retailing, and wholesaling, need specialized training? Does the salesman need to know as much about the product he sells as the machinist or the chemist who produced it? Should the salesman know the fine art of salesmanship with all its implications?

Most people would agree that the education of workers in the distributive trades has lagged far behind education of workers for production; that because of the lack of trained workers in distribution we are incapable of distribution of the vast quantity of merchandise that we have the power to produce. Consequently, when retailers, wholesalers, and other distributors neglect salesmanship, reduce advertising budgets, and cut merchandise inventories, seeds are sown for recession.

Mark Twain was once asked whether finding a spider in his newspaper was good luck. He replied: "Finding a spider in your paper is neither good luck nor bad. The spider was merely looking over the paper to see which merchant was *not* advertising so that he could go to the store, spin his web across the door and lead a life of undisturbed peace afterward."

Distributive education has a stake in national prosperity for a higher level of education brings a higher level of prosperity. Specifically, when distributive workers are trained to do a more intelligent job, there is greater customer satisfaction, and a higher level of prosperity among merchants and employees alike. This contributes directly to the stability of employment and the increase of purchasing power.

Distributive educators can help to meet the challenge which threatens prosperity by accelerating training programs for all workers engaged in the distribution of goods and services. Together with merchants they must analyze the job of the salesman of the new era, reexamine the science of merchandising in its component parts in the interest of organizing effective training programs. These training programs should be as sound and meaningful as those designed for workers in the professions and in the production trades.

Distributive educators for many years, working with advisory committees, have offered courses in salesmanship, retailing, merchandising, advertising, and related training for the retail trade. However, under the present challenge, educators and merchants must educationally "tool up" to produce a more efficient system of distribution than ever before. This is part of the answer to a threat of business recession.

The consumers' ability to buy is greater than ever before. Personal incomes for last year reached 285 billion and savings deposits reached an all-time high. Will retailers be able to keep consumer dollars flowing through channels of trade? That is the challenge in 1954.

Sacramento, California, is to be commended for its plan for expanding distributive education to meet this challenge. Many other communities are following similar procedures. The problem, however, is one for every community for a prosperous nation is good business.

"The advisory committee is an integral part of the cooperative training program."

The Setting

By WILLIAM R. BLACKLER

Sacramento is the capital of California—a city in a metropolitan area of over four hundred thousand people. The annual income is \$585 million. Annual sales of 7,400 businesses exceed \$385 million and are growing.

Opportunities are provided by the schools and business for students to enter the field of distribution. The high schools, the junior college, and the state college give courses in retailing, salesmanship, sales management, marketing and advertising, and related courses. A cooperative training program is given by the junior college and is participated in by the business firms.

The need for in-school training in the field of merchandising is recognized by the schools. Information is available to youth and adults on the courses available in the various schools of Sacramento. Through bulletin board and newspaper announcement information is disseminated to students in schools and to the public.

The program of cooperative training for the distributive occupations at Sacramento Junior College has been operated more than fourteen years. Started as one type of class the course now provides training for retail selling in department stores and specialty shops and another group in the sale of services such as real estate and insurance.

An integral part of the cooperative training course is the advisory committee. It is composed of representatives of the schools and of business. The committee is an important part of the training program and has operated since the cooperative plan was instituted at the college.

Employed workers in distributive trades are offered a wide selection of courses. The coordinator of distributive education locates needs for service and organizes training courses that are desired by employees and owners and managers of business. The latter include business firms that sell merchandise or services to consumers.

Courses are provided for managerial personnel and for supervisors of business firms. Instructors serve year after year and continuity is maintained.

In Sacramento representatives of the schools and of business plan the over-all program of training in distribution and are active in the functioning of the various elements of the master plan. Through such cooperative work the student may expect assistance from his earliest course and throughout his career in business. His needs and wants serve as a basis for setting up the courses most desired. The schools serve the business community and in turn business looks to the schools for trained personnel and facilities needed by employees to improve themselves and further their opportunities for advancement to greater responsibility in the field of business.

Dr. Blackler is head of the Department of Business Education at Sacramento State College.

A CITY ORGANIZES

A Merchant Looks at Retail Training

HERE is an urgent need for young people for careers in retail stores. Retailing needs more young executives to relieve the present crippling scarcity of trained management. Stores also face a shortage of properly qualified salespeople, and a shortage of productive sales-supporting employees.

It is a widely accepted opinion that the shortage of qualified retail store executives and employees is traceable to a general lack of interest in retailing as a career; that a majority of store workers "back into retailing." Rather than choosing a store career they use retailing as a time-filler until they find something better. Members of the Sacramento Retail Merchants' Association, keenly aware that capable youth are passing up opportunities in retailing for occupations that are traditionally more romantic, and that trained distributive employees are almost impossible to find in sufficient numbers for today's need, went into action. A committee was appointed to study and correct the situation.

Sacramento is fortunate in having in the city schools and State College, faculty men and women of vision and foresight who also possess an abundance of practical business knowledge coupled with an enthusiastic desire to give the merchants a plan of retailing education that fits the local needs. These business educators maintain close contact with businessmen of Sacramento. Therefore they also are acutely aware of employee recruiting and training problems that face the business community. A team of retailers who realize their problems assisted by such an alert, well-staffed system of public education that is ready and anxious to serve is an unbeatable combination. Such a combination tackled the problem of recruiting and training young Sacramento people for careers behind the counters of retail stores.

The combination of business leaders and educators brought forth a planning body known as the Merchants' Advisory Committee comprised of 18 merchants representing leading Sacramento retailers. The Committee's special project is the two-year cooperative work-experience program for retailing students at Sacramento Junior College. Basic guide lines of retailing education are defined by merchants and educators in the committee meetings. Also special activities are planned. One of these is Career Day; another is the annual Employer-Employee Banquet.

Career Day starts with a 7:30 breakfast program of short talks by inspirational speakers. Each student is

"A team of retailers and educators, ready and anxious to serve the community, is an unbeatable combination."

FOR DISTRIBUTIVE EDUCATION

By WALTER CHRISTENSEN, President, Sacramento Retail Merchants Association

then assigned to spend the day in a specific store where he is given a planned tour of the store, a conference with management, and an opportunity to observe and try the actual business operation. Last Career Day more than fifty merchants and seventy students participated. Public and parochial high schools and Sacramento Junior College were represented. Plans for a third Career Day are underway.

The Employer-Employee Banquet is co-sponsored by the Retail Merchants Association and the Sacramento Junior College Retailing Club. Prominent merchants, school administrators, and co-op students of the Junior College are invited to attend along with all the co-op students in other local educational institutions. As a part of the program a panel of merchants answers questions posed by the students in regard to their interests in retailing as a career. These banquets since their inception three years ago have been complete sellouts with more than a hundred in attendance.

The most recent development of the Sacramento Retail Merchants Association toward the promotion of retail training is the Sacramento School of Retailing.

The three local agencies, Sacramento Adult Evening School (a branch of Sacramento Junior College), Sacramento Junior College, and Sacramento State College, each offer a variety of retailing courses independently of the other. In the past there has been no agency for coordinating these retail training facilities toward the over-all objective of better trained retail workers. Providing such coordination was another task undertaken recently by the Sacramento Retail Merchants Association. Thus emerged the Sacramento School of Retailing, sponsored by the merchants and designed to coordinate, publicize, and make recommendations in regard to all retail training in the city.

The Sacramento School of Retailing publishes a periodical bulletin announcing the courses that are offered by the three cooperating schools. This bulletin, listing 23 courses for the spring of 1954, is distributed widely to retail store employees and prospective employees. Thus it announces all retail training to the specific persons who are most likely to be interested in such training. The committee of merchants that compose the Sacramento School of Retailing counsel with the schools on an advisory basis making recommendations as regards the instruction being given. At present the committee is seriously considering the establishment of professional certificates that formally recognize the training.

Plans for the future include such special events as a display clinic.

Although the School of Retailing is young, interest in its activities is high. More adequate use of retail training facilities of the schools is an inevitable product of such coordination. Merchants will find in it some bases for selecting and promoting personnel. The quality of local retail courses will improve, and young people will be encouraged to prepare for careers in local retail stores.

Results of combined efforts of merchants and educators to produce better trained retail personnel are evident on the local level in other sections of the United States as evidenced by the discussion of distributive education that was held at the National Retail Dry Goods Convention, January 15, 1954. The Cleveland, Ohio, Retail Merchant's Board is moving forward to upgrade retail training with an attractive free publication addressed to youth to create interest in retailing. The Merchandising Institute of Los Angeles was born and is maintained by the combined efforts of public education and retail merchants. Their publication "Retailing Is for You" describes the program in detail.

Action to revitalize retail training is also taking shape on the state level. Recently a meeting of leading retailers and prominent educators from all levels of education met in Los Angeles for a discussion centered around ways and means of encouraging youth to make retailing a career, and also to make suggestions for improvements and additions to the presently offered courses. It appears that the answer to the problem of recruiting and training future retailers may be at hand.

A Parent Looks at Distributive Education

By MAUD Y. MILFORD

CHOOSING a vocation can be a soul-consuming experience, as most of us can testify. Graduation from school or college can be followed by a terrifying "moment of truth" when you realize suddenly that there is no particular job in which you are trained to earn a living, and no career or profession which seems to offer the opportunity for lifelong satisfaction.

Smooth passage across the gap between school and job—a gap which is sometimes a perilous abyss—is provided for many young people through the distributive education program. From my own experience with several phases of the program, this feature comes closest to home

"There is need for more and better vocational counseling."

because it was through distributive education that my daughter chose her vocation.

I stumbled into my life work all by myself—uncounseled, uninformed, and unhappy. Although I worked at one job or another during most of my college career, none of them was related to any longterm objective. In fact, my objectives were pretty hazy at the time. Vocational counseling was rather scarce in those days; unless you were preparing for one of the standard professions—teaching, the law, medicine—you could easily pass through the educational mill and come out totally unprepared for anything. Ironically enough, my part-time work experience as a typist and general office worker, rather than my academic training or conscious interests, lead me by devious ways to my permanent vocational choice—but before I arrived I spent six or seven years after college “muddling around” in various jobs, with no goal clearly in view.

My daughter also went through a period of “muddling around,” but it occurred while she was still in school. After entering a straight academic curriculum in college, her interest in the retail merchandising field led her into distributive education at Sacramento Junior College. Since she intended to work for a degree, she did not take the “terminal” courses in retailing but entered the internship program and became a student intern at one of Sacramento’s leading department stores. Thanks to the sympathetic understanding and guidance of the coordinator and the excellent on-the-job training provided by the store, the experience was a success from the start. By the end of the first semester, my daughter was convinced that she wanted to continue in the field of retailing. Now she is working in the personnel office of a large department store and continuing her studies for a degree at Sacramento State College.

From my own experience as a parent, I think that the internship program in distributive education has these definite advantages:

1. It is down to earth. It gives the student a chance to apply his training in the real work situation, and to talk over the results with his instructors. This “application” step in training is sometimes passed over lightly or delayed so long that the individual has to relearn essential parts of the process.

2. Experience in a real job before leaving school eases the transition to full time work. The student who works in the vocation of his choice under expert guidance may never know that searing “moment of truth” when the school doors close behind him and he finds himself confronting the world without a roadmap to his future.

3. The student gets an over-all picture of a field of work before he is finally committed to it. Information is available on every field of business and the professions. The student intern contacts the top people in the field

of his internship, works in a variety of jobs, and has a chance to see how the whole operation runs. Contrast this with the more usual experience of the beginner who enters a business at the bottom and may never see the top. In fact, he may not choose to remain long enough to have that opportunity, because he has no way of knowing what’s up there that is worth trying to achieve.

4. Further lines of study are revealed and work experience is made meaningful through the specialized study and guidance provided by school and job. Most of all, learning is made easy because the student is really interested.

If this sounds over enthusiastic, let’s look at a few possible disadvantages in such a program. For example:

1. An individual may find himself “frozen” in a particular field or job before he is mature enough to make a sound decision, or before he has had enough variety of experience to compare alternate courses of action.

2. The student may neglect other phases of his education in favor of purely vocational training.

3. A program of work-and-studies tends to absorb all the individual’s time, to the possible neglect of social and recreational activity. Work hours and limited spare time may discourage participation in regular school events. Many an adult has asked himself the poignant question, “Must my job be my whole life?” Too much emphasis on vocation, at too early an age, may lead the individual into this trap when he grows older.

4. Over enthusiasm about the job—the novelty of meeting new people, the thrill of new responsibilities, the sudden luxury of having money of one’s own—may lead some students to drop out of school, although they would ultimately benefit from longer training.

What about the future of distributive education? Well, as a “sidewalk superintendent” I will volunteer a few hesitant suggestions for the consideration of the engineers in charge. Perhaps courses in the specialized fields could be more closely integrated with the general college curriculum. There is a need, too, for more and better vocational counseling at the high school and college freshman level. As a parent, let me become a little belligerent about this—I don’t think it can be overstressed. I would like to see more internship programs, and in fields other than the distributive. Also, some attention might be given to integrating social and recreational activities into the individual’s own plan for work and study. Most of all, I would like to see a specific program for follow up and advance training offered to those who enter the field of work in which they serve their internship. In addition, perhaps plans could be developed for those already employed in the distributive field to take college work, leading to certificates or advanced degrees, as part of their job training. As in any field, the eventual goal should be “life long learning.”

"Basic guide lines of education for retailing are defined by both merchants and educators in Sacramento."

SACRAMENTO TRAINS FOR CAREERS IN RETAILING

By MARILENE VAN WAGENEN, Sacramento Junior College

BETTY SMITH, author of the one-time best seller, *A Tree Grows in Brooklyn*, was asked if the book were the story of her own life. Her reply was—"autobiographical, but not me." This article tells, in part, the story of the Sacramento program, but it is also, in part, the story of distributive education in many communities.

The pattern outlined below is not original with Sacramento—it is a copy of practices found good in other communities. If the program differs it is only in personnel and the degree of progress. Many communities have programs which are considerably more advanced than ours; I suppose there are other communities whose programs are in earlier developmental stages.

In Sacramento, some educators and businessmen had been aware for a long time that a practical program of training was needed to develop young people for the retail merchandising field. After all, they reasoned, one out of every eight employed persons in the nation is engaged in the distribution of goods and services. In California, and specifically Sacramento County, it is considerably higher. One educator even produced the rather startling statistic that although 20 per cent of the high school and college graduates enter the merchandising and sales field, only 3 per cent had had any previous training.

For a long time, there had been training programs geared to fit the needs of young people entering the secretarial field, accounting, engineering, art, education, nursing, and many more. But the preparation for the retail field had usually been confined to a one-semester class in salesmanship. Was it possible to set up a practical training program for entrance into the retail field? Several people thought so. First of all, a group of Junior College administrators and faculty members thought so. There had been a cooperative merchandising program in Sacramento Junior College before World War II. When most of the young men went into the service, the program was discontinued. 1949 seemed to be the right time to start again.

Second, a group of retail businessmen, managers of local stores, thought so. They were willing to form a merchants advisory committee to guide the infant training program in merchandising. They would assist in the placement of students on the job and provide lectures and store tours which would help to make the course more meaningful.

Third, the Bureau of Business Education of the State Department of Education of California thought so. The Bureau of Business Education had helped to set up successful cooperative merchandising programs throughout

the State. Members of the Bureau were able to bring the experience of other communities for consideration in our own planning.

The program we have today is the result of these three forces working together very effectively. There have been many growing pains; there are still many unsolved problems. The present program represents a considerable development over the beginning attempt.

Students who are majoring in retail merchandising usually prepare for their sophomore year by taking retail selling, business mathematics, retailing, marketing, business English, and accounting or bookkeeping.

The first year's program with major in retail merchandising looks something like this:

Freshman Year	Units	Units
Physical Education	½	½
Introduction to College		
Hygiene 1 or 2		2
English	3	3
Business Mathematics	2	
Marketing		3
Retailing	3	
Accounting or Bookkeeping	3	3
Electives	5	5
Total	16½	16½

Recommended electives—

Psychology, Economics, Geography, Textiles, Business Law, typing, Retail Credit Procedure, Key-Driven Calculators, Rotary Calculators

The second year places special emphasis on merchandising, advertising, and display, and merchandise analysis.

Sophomore Year	Units	Units
Physical Education	½	½
U. S. History	2	2
Merchandising with Store Practice	7	7
Merchandise Analysis	2	
Advertising and Display	3	2
Electives	5	5
Total	16½	16½

The merchandising course is a combination of classroom instruction and work experience. The catalogue description for Business 80A-80B—Merchandising with Store Practice (7-7 maximum) Year, with a prerequisite of recommendation by counselor and approval by instructor—reads:

Merchandising—3 units of credit for classwork each semester.

A study of the merchandising operation in a retail store: store organization, applied salesmanship, customer relations, buying, sales promotion, control.

Store Practice—1 to 4 units of credit each semester. Each student gains actual work experience (for which he is paid) in a local store. Students who do not have positions in a retail store at the opening of each semester will be given placement assistance from the instructor. Fifty-one hours of work experience equal one unit of college credit. A student may earn as high as four units of work experience in a single semester. Job performance is rated by on-the-job supervisors.

The advantages of a program which combines instruction with work experience are well known to business teachers. Only a few, perhaps, should be mentioned here:

1. Instruction becomes more meaningful because it is put to use almost immediately.
2. Students do not wonder, "What shall I do after I graduate from college?" Most of them accept full-time jobs in the stores in which they have been working while in college.
3. Students have a chance to develop good work habits and attitudes from the beginning. Knowing that both a store and a college are tremendously interested in the student's progress gives him a "boost."

Classroom Activities

A class in merchandising lends itself to a great variety of instructional techniques. Our Junior College is so fortunate as to have a retail laboratory furnished by the Sears Foundation. This model store unit facilitates training in many ways. Most important, perhaps, is that the natural setting makes it possible to reproduce the "store situation."

Units of instruction may include classroom activities similar to these:

Buying

1. Merchandise reviews conducted by various buyers preparatory to purchasing for coming season.
2. Analysis of "dogs" collected from buyers with attempt to find the answer to "Why didn't this merchandise sell?"
3. The sales promotion plan for a specific item of merchandise in local stores—illustrations by local merchandise managers.
4. Figuring markup and markdown on merchandise in laboratory.
5. Planning model stocks for a department in the model store unit.
6. Studying fashion trends and fashion coordination—as explained by local buyers. Tours to local stores to analyze fashion trends.

These are a few of the practical approaches to teaching students something about buying problems. Other units lend themselves equally well to this laboratory type of instruction:

Store Organization

1. A store manager, controller, merchandise manager, sales promotion manager explains the duties of their jobs, the requirements for entrance into each field.
2. The class is organized into the personnel of a small



AT THE STORE . . . The manager shows the co-op student how to fit and sell shoes to an attractive customer.

store, with manager, salespeople, controller, advertising manager, etc., in order to carry out such activities as inventory, selling of merchandise, audit of saleschecks, hiring of employees, planning of sales promotions, etc.

Display

1. Analysis of local store windows and store interiors.
2. Display directors demonstrate good display techniques for both men's and women's apparel.
3. Planning and setting up unit displays by each class member.

Club Activities

The members of the merchandising class have organized a Retailing Club. As a club they assist the Merchants Advisory Committee in the two big promotional events of the year—the Employer-Employee Banquet and Career Day. In addition they carry on some activities of their own:

1. Social events—dances, swimming parties, picnics.
2. Luncheon with members of the Merchants Advisory Committee.
3. Participation in college events—Homecoming, Pioneer Day, etc.
4. Participation in the State Convention of Future Retailers.

This last item deserves some explanation. Members of high school and junior college merchandising classes in the state of California may belong to the state organization, Future Retailers. The Future Retailers recently held its Fourth Annual Convention in Santa Cruz, February 20-21. Various clubs were given convention assignments. It fell to the Sacramento club to plan the contests for this year. These were the ones that were chosen:

Counter Display Contest.—Each year a display contest has been held, but always with emphasis on window display. Transportation of props presented a considerable problem, so this year it was decided to set up counter displays only. Each club was entitled to one team of three. Each club was asked to bring its own merchandise (limited to a few articles of men's apparel). Tables, forms, and a minimum of display materials were pro-



IN THE LABORATORY . . . Students learn the principles of display, stockkeeping, and inventory procedures.

vided. The teams were given one hour in which to set up their displays. Three display directors from Santa Cruz determined the first and second place winners.

Extemporaneous Speech Contest.—This contest was limited to officer candidates. Each contestant was given an hour in which to read an article from a business magazine and prepare a two-minute talk. These talks were judged by businessmen on coherence of thought, effectiveness of presentation, poise and platform manner, voice quality and appearance. First and second place winners were announced.

Miss Retailing of 1954.—This contest proved to be one of the most popular. Each club was represented by one contestant. This young woman was interviewed by a personnel director for a job in a retail store. Three businessmen rated the candidates on interest in retailing, school leadership, manner, appearance, and health. From all the contestants five finalists were chosen. These young women were rated by three businessmen at the convention ball on grooming, poise, and audience contact. The winner was crowned and with her court of four attendants reigned over the dance.

Sales Demonstration Judging Contest.—At one of the meetings, a prepared sales demonstration was presented. Each club was represented by a team of three which judged the sales demonstration for its use of selling techniques. These score cards were compared with a master score card prepared by a Santa Cruz merchant. Awards were made to the two teams whose sheets compared most favorably to the judge's master score card.

Club activities are an important part of the total merchandising program. Students enjoy planning and carrying out projects of their own choosing.

Merchants Advisory Committee

It would be difficult to imagine how a program of this kind could be carried on without the assistance and encouragement of a Merchants Advisory Committee. Sacra-



ON THE JOB . . . The manager and new employee talk over wrapping and invoicing procedures of the store.

mento has been fortunate in having a Merchants Advisory Committee for the past five years. Sixteen store managers serve on this committee. These men have acted on problems ranging from selection of course content to student placement and in-store training; from on-the-job rating scales to student recruitment programs.

Two of the major activities carried out by this committee each year are the Employer-Employee Dinner and Career Day. Both activities are planned and co-ordinated by the Advisory Committee.

Employer-Employee Dinner.—Store managers and their merchandising students, supervisors, parents, and student representatives from high schools all join for dinner and the discussion of some problem of common interest such as: "How to help young people make the right career choice"; "What are the opportunities in the retail field?"; "How can a store build good customer relations?"

A panel of merchants, sometimes augmented by parents, educators, or students discusses the problem and answers audience questions. One of the local radio stations usually broadcasts the program.

Career Day.—On one Saturday of each spring a number of the stores act as hosts to students from ten to twelve nearby high schools. About one hundred young people are selected on the basis of their interest in retailing. They are guests of the merchants for breakfast at one of the hotels. After the breakfast program, they spend the day observing the "behind-the-scenes" operations of a retail store. Opportunities in the retail field are explained to them. For this day of fun and learning in a retail store, each retail establishment pays each participating student a day's wages. Students have an opportunity to explore retailing for the first time on Career Day—a fair percentage of the group become merchandising majors at the Junior College.

The newest development is the Sacramento School of Retailing sponsored by the Retail Merchants Association. A brochure has already been printed; in it are listed all the merchandising courses available at the Junior Col-

"An expanding population has complicated the problems of distribution in the Sacramento Area."

lege, State College, Adult Evening College. These are being distributed to merchants and schools in the county to inform them of the courses available to employees and students.

Perhaps the phases of the program which have been discussed in this article give clues to the problems which we still face.

1. How can more students be interested in training for the retail field?
2. Parents are often prejudiced against the retail field as a means of livelihood. What kind of an educational program will reach the parents?
3. Counsellors want to give students the best possible information on career selection and college training.

What are the best methods for reaching counsellors in various school systems?

4. Are merchandising courses getting the type of student who will succeed on the job?
5. Do business teachers as a whole understand what is needed to succeed on the job? Are we developing the necessary skills and habits in the students we train?
6. How can store and classroom training be made as meaningful as possible?

These are a few of the problems. There are many more. Each year another one or two are resolved and the development of a practical and thorough retail training program continues in Sacramento and many other California communities.

The Adult Program of Distributive Education

By GLYNN SHIRE, Adult Division, Sacramento Junior College

DURING the school year of 1952-53 there were approximately two thousand students in the Adult Division of Sacramento Junior College. More than five hundred of these were enrolled in some 25 distributive education classes. Much of the strength of this program is gained in its integration and cooperation with other departments of the school system.

The distributive education adult program presumes a need for the training of local workers in distribution. Few stores and industries in Sacramento have sufficient facilities to provide an educational program. Often the philosophy of management is that training for personal advancement should be outside of working hours and at the employee's own expense.

An expanding population in the Sacramento Area has complicated the problem of distribution. The federal census shows an increase in population of Sacramento County from 9087 in 1850 to 322,000 in 1953. The various business barometers such as Post Office receipts, building permits, and gross retail sales show comparable growth. Another trend that points up the need for better distribution is the increased efficiency of machine production. It is estimated that in 1850 men and animals produced 94 per cent and machines 6 per cent of the energy required in production. By 1960 machines will supply 96 per cent and only 4 per cent will come from men and animals. The value of goods produced per hour has risen from 27 cents to \$1.61. The percentage of persons engaged in distribution has outdistanced all other general areas of work rising from 10 per cent of the gainfully employed in 1950 to an estimated 30 per cent by 1960. Consequently local stores require more and more trained personnel to keep operating efficiently.

The objectives of the total distributive education program in Sacramento are as follows:

1. To give prospective distributive workers an understanding of marketing and merchandising procedures and practices and to acquaint them with the various types of jobs in this field.

2. To train persons already working in a distributive occupation to do a better job.

3. To prepare employees in distributive occupations to take advantage of opportunities for advancement.

4. To aid owners and managers of distributive businesses to operate them in the soundest and most profitable manner for the benefit of the consumer, the employer, and the employee.

5. To promote high standards of operation in the distribution of goods and services through the improvement of marketing and merchandising practices throughout the distributive field.

6. To aid the buying public through better service to consumers.

7. To develop among employers, employees, and consumers, a wider appreciation of the economic value of trained personnel.

8. To decrease the economic loss in the distribution of goods and services due to inefficiency and the maladjustment of personnel.

9. To develop a better understanding, on the part of employers and employees, of their mutual problems through the study of such problems by members of both groups.

10. To develop a closer tie between the school and the business community for their mutual advantage.

A sound distributive education program is based upon the principle of rendering service. Emphasis is placed upon the development of distributors who (a) know

"Job analysis is employed extensively in dealing with the adult program."

their product, (b) know their customers' needs, and (c) are conscious of their social responsibilities.

The more specific objectives of the local adult phase of distributive education are:

1. To provide a flexible medium through which the training needs of Sacramento merchants can be met.
2. To improve the abilities of present and potential retail employees.
3. To provide training incentives such as certificates of recognition for those who successfully complete training in retailing.

Program Building

A major problem in adult distributive education is the determination of instruction that is consistent with local job requirements. Job analysis has been employed extensively in dealing with this problem. The variety of distributive jobs in the area suggests the need for a broad variety of courses; on the other hand we have facilities for comparatively few courses and these must be selected on a priority basis.

There are certain key activities involved in building the adult program of distributive education. While all of these activities need not be performed in setting up every class, a general check list for the total program includes the following:

1. Discover specific needs for training through surveys, available materials, and the assistance of business firms.
2. Plan courses in advance.
3. Organize classes and arrange for meeting places.
4. Organize and consult with advisory committees for the various areas of distributive education.
5. Publicize individual classes and the total program.
6. Keep the program geared to changing needs of the community.
7. Develop teaching materials.
8. Assist instructors in building their course materials and in evaluating their instruction.
9. Maintain a library of instructional reference materials.
10. Arrange for equipment and supplies needed for instruction.
11. Recruit, select, and train instructors for individual classes.
12. Maintain contacts with business firms, labor groups, newspapers, trade and service clubs, professional organizations, and school officials for the purpose of developing sound public relations.
13. Consult with businessmen as to the success of the program, and act upon their suggestions for improvement whenever and where possible.

14. Coordinate distributive education with vocational education and the total school program—particularly the adult program.

Advisory Committee

The adult distributive program operates under the counsel of separate advisory committees for each of the special areas of distributive education. The functions of advisory committees are as follows:

1. Assist in determining the courses to be offered.
2. Assist in the development of course content.
3. Aid in selecting and training instructors.
4. Assist in recruiting class members.
5. Give the courses status within the several industries.
6. Help evaluate the courses and keep them up to date.

Advisory committees of capable leaders from business and industry are very important to the success of adult distributive education in Sacramento. The coordinator uses them constantly in solving the problems of course development and operation. In general the coordinator organizes courses under the direction of policies formed by the advisory bodies.

Program Planning

Keeping adult distributive education abreast of the needs of a fast growing community requires constant planning. Such planning requires vision plus accurate statistical data. The guide lines of sound planning are:

1. Constant development of new areas for training and projecting them into the future.
2. Proper sequence of courses to insure enrollees of continued, progressive training.
3. Continual building of good community and school relationships.
4. A sense of direction toward the aims, purposes, and goals of the local adult distributive education program.
5. Elasticity and flexibility to the needs of the community.
6. A broad area coverage on the horizontal scale, and depth and quality on the vertical scale.

In program planning there is the problem of adjusting the length of the courses to the subject matter. We have reached a balance by introducing the short-unit course. Short-unit courses provide intensive instruction for a short period of time for workers who want refresher training or have an immediate need for a specific skill. The long course is similar to a trunk line. It is integrated with the total plan to accomplish continuity and sequence in the learning process. Its length is governed by its objectives. Long courses cover such areas as insurance, real estate, and techniques of supervision.

"The business internship plan places students in jobs related to their specialties."

The general areas of instruction in Sacramento's Adult Distributive Education Program include the following:	
Insurance adjusting	Real estate
Grocery merchandising	General insurance
General sales training	Life insurance
Receptionist training	Route sales training.
Aids to small business	

Yardsticks for Evaluation

Evaluation for distributive education should be made for the purpose of improving the training; not for the purpose of comparing one community with another. Specific criteria for the evaluation of a single class are as follows:

1. Popularity of classes as measured by registration, average attendance, number of students brought in by other students after class gets under way.
2. Student participation.
3. Increase in job efficiency of the trainees that is attributable to the course.

4. Improvement in morale.
 5. Quality of relationship with local business firms.
- General yardsticks to evaluate the total program are:
1. Size of the program: number of classes, number in each class, and average daily attendance for the year.
 2. Population segments served: What segments of the total distributive workers are served?
 3. Flexibility of program in meeting new and unusual training needs.

4. Extent of coordination: Is the adult distributive program coordinated with the total school program of business and vocational education? Is it coordinated with other training facilities of the community?

5. Is the distributive education program based on a constant research of the community business needs?

In summary, this is the adult distributive education plan for Sacramento. It has grown because in our economy, that is keyed to mass production, advanced technical research, and tremendous manpower resources, distribution has become the determining factor in our prosperity.

THE STUDENTS' VIEWPOINT

By MARILYN GAY SCHACTILI, Junior Student, Sacramento State College

DISTRIBUTIVE education means to me the synthesis of college training and related work experience. There is no conflict between theory learned in college and work experience; only the problem of intelligently adapting the tools and background acquired in college to the needs of one's job. Distributive education courses are designed to help students pursue their interests and find their aptitudes.

I began my distributive education in the two-year work-experience program at Sacramento Junior College, and I am continuing my education in retailing toward a bachelor's degree in business administration at Sacramento State College. The business internship plan at Sacramento State College places students in jobs related to their specialties much in the same way that education majors are placed in student teaching positions. My specialty is retailing, hence my work-experience is centered in a department store. There I have had experience in many departments including receiving and selling. Currently my work is that of a receptionist in the personnel department.

At the college we students are given special help in planning our choice of work experience to coordinate with our career objectives and with our present college courses. In class we discuss with the professors the problems that stem from our working experience. In this way we learn how to cope effectively with problems that arise on the job.

Cooperative work-experience in the largest local department store coupled with college courses has enabled me to affirm that my interests lie in retailing as a profession. At the same time I have been able to earn money while attending school. My co-workers and business executives that I have met through the store are also helping me toward my goal of a career in retailing. At the annual employer-employee banquets I have had the privilege of chatting with key executives of all the leading local stores on a friendly, social basis.

The two-year distributive education curriculum at Sacramento Junior College, alone or supplemented with an additional two years and bachelor's degree in business administration from Sacramento State College, gives a student the theoretical and practical training that prepare him for a career in retailing.

**By JOSIAH S. WHITEHEAD
Senior Student, Sacramento State College**

MY TWO years as a distributive education student at Sacramento Junior College included the study of transportation, sources of merchandise, sources of current business trends, business mathematics, personnel, and stock control incorporated with cooperative work experience in a large, home furnishings store. I believe that it made me something of a specialist in getting the right

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UNITED SERVICES

United Services is a continuous department of the BUSINESS EDUCATION (UBE) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

A REPORT ON ABBREVIATED LONGHAND

Contributed by Galen Stutsman, *Bowling Green State University, Bowling Green, Ohio*

FOR SOME TIME there has been an unfilled need for a personal-use shorthand system, particularly for college students. Criteria for such a system should include (a) The possibility of learning the system in not more than one semester; (b) a high degree of accuracy in transcription; (c) a set of notes that should be reviewed and studied directly without the necessity of first being transcribed; (d) adaptability to the individual needs of the students; (e) at least moderate vocational potentialities; and (f) the possibility of developing a high rate of speed if the individual so desired.

Reasons For Choice of System

From our experience with a symbol shorthand, we felt that we must look elsewhere for the answer to the problem. For this reason, one of the systems of abbreviated longhand was selected. The particular one chosen was the handwritten version of a machine shorthand system. As an abbreviated longhand system, it differs from other systems in that there are *no* symbols to be learned. Most of these abbreviated longhand methods do include some symbolic characters, even if only raising or dropping the tail of various letters.

One reason for the initial appeal of this system was the fact that it was a triple-threat one. That is, it could be written by hand, it could be written directly on the typewriter, and it could be written on a special machine. In line with our desire for a one-semester personal-use shorthand, we concentrated on the hand-written version only of this machine shorthand.

The Class as Organized

At the start of the trial of this abbreviated longhand system, we have instruction on an after school and "no credit" basis. This limited the number of students with whom we could work. During the spring semester of 1953, however, an experimental class was authorized with three semester hours of credit. This plan made possible a better comparison with the regular shorthand students.

The fourteen students who enrolled for the class represented a cross section of the student body. There were three boys and eleven girls with A.C.E. percentiles rang-

ing from 1 to 90. Four of the girls had failed shorthand, one for the second time. One girl from Mexico City had a very real language handicap. Another girl was a cerebral palsy case with a terrific muscular coordination handicap. Her head was inclined to one side and in constant motion. Even focusing her eyes on any copy involved a major effort. This girl's handwriting was so laborious and scrawled that she was provided a typewriter in the rear of the room. This enabled her to "hunt and punch" the keys with much greater facility than to struggle with handwriting. It was a thrilling experience to see the almost pathetic gratitude of this girl when she was able to learn and use a shorthand system that would reduce the effort she had to expend to take class notes and notes on library readings.

The other members of the class were generally normal and together made quite a challenging group with which to work. The class met for fifty minutes, four days a week for about 17 weeks. Dictation was started immediately and the students were encouraged to start using their knowledge in taking notes in other classes. Most of them soon realized the advantage of needing to write only about half as much in their note taking, and frequently reported during the semester how much of their other class notes were now being written in this new shorthand.

Results of the Class

At the end of the semester for a final examination, the class was given six letters—one at 40 wpm, two at 50, two at 60, and one at 70 wpm. These were ordinary letters taken from *Dictation for Mailable Transcripts*, were new material to the class, and varied in length from 106 to 174 words in length. The median percentages of accuracy in transcription were: 40 wpm, 99 per cent; 50 wpm, 99 per cent; 60 wpm, 99 per cent; and 70 wpm, 92 per cent.

The students were asked at the end of the semester to give their personal reactions to the system in an effort to aid the instructor in deciding whether or not this type of shorthand should be incorporated into the regular offerings. Following are two quotations which are typical. The first statement was prepared by a boy, and the second one was made by a girl who was leaving school to get married.

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UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

CHICAGO'S KELLY HIGH SCHOOL LIKES THE ELECTRIC TYPEWRITER

Contributed by Edith C. Sidney, Bureau of Business Education, Chicago Public Schools, Chicago, Illinois

CONTRIBUTOR'S NOTE: This is the story of an experimental program conducted at Kelly High School in Chicago to determine the efficiency of the electric typewriter as a teaching instrument for beginning typists. Because of the close cooperation among the fine teachers of typewriting and their students at Kelly High School, there exists a splendid willingness to try out new methods and ideas. A spirit of friendly rivalry projects intelligent understanding and readiness by the students to try out new ideas. It could be described as a good experimental climate.

TEN electric typewriters were installed in the business education department at Kelly High School through the courtesy of International Business Machines Corporation. These were allocated to ten students selected as the experimental group in each of the classes taught by four teachers. The students, mainly beginners, were named on an alphabetical basis to avoid charges of favoritism or discrimination and to assure sampling and spread. In each of the classes from 15 to 25 additional students in the control group were assigned to the manually operated typewriters. The classes met forty minutes daily, five days a week for one twenty-week semester, then continued into the second semester for twenty more weeks.

At the end of 16, 34, and 48 clock hours, speed and accuracy tests were given to these beginning students of both electrically and manually operated typewriters. Three three-minute Students Typewriting Tests, Series D were administered after 16 and 34 hours, and three five-minute Students Typewriting Tests, Series D were given after 48 hours. The syllabic intensity was increased for each the test periods. In each case, the best of the test attempts was turned in to the tester. The papers were then checked and the scores recorded on special forms. The mean and median scores were computed on GWPM and on the errors.

Near the end of the year, the ten students taught on the electric typewriters were transferred to the manual typewriters for one week, and ten students taught on the manual typewriters were transferred to the electric typewriters for the same period. Five minute speed and accuracy tests were given to both groups during this exchange period, and a test of the same type and time was given when they returned to their original typewriters.

Methods and Techniques Employed

During the initial lesson a standard typewriting textbook was used with special adaptations for the teaching of manually operated and electrically operated machines. The background and experience of the teachers was more

favorable to the manual groups during the first semester since they had no previous experience with electric typewriters. A brief description of methods and techniques employed follows.

Teaching By Active Demonstration. This method was selected for ease of recall, motivation, stronger impression, clearer understanding and the translation of an abstract idea into concrete form. A demonstration stand was set up in front of the room where the students could watch the instructor demonstrate the following techniques:

1. Position of fingers, hands, and arms at the typewriter
2. Correct stroking reaches and rapid stroking goals
3. Correct method of carriage return
4. Correct method of inserting and removing paper
5. Correct erasing procedures
6. General practice procedures.

Teaching by Means of the Positive Approach. The guiding principle that learning to typewrite is a cooperative endeavor to which both teacher and learner must contribute was observed and emphasized.

1. Students were encouraged to relax. They were told that some errors were expected. Pressure restrained by patience guided the teachers.

2. The marginal stops were pre-set before the students came to the classroom in order to eliminate problems.

3. Students were kept so busy that there was no time for talking. Every minute was utilized to develop the skill.

4. Students were encouraged to keep finger nails at conservative length, then it was explained that long nails caused needless errors.

Building Typewriting Skills. In order to utilize every minute of class time to optimum advantage, the students were taught to come into the typewriting room before the tardy bell rang. Two minutes after the class began, the aim was to type five lines of the experts' rhythm drill, five lines of the alphabet written twice per line, and five lines of special speed sentences. Thus, the students not only received the benefit of the warm-up exercises, but also learned to utilize every minute.

Throughout the experiment, the students were timed on their work. In this way they were able to see their progress and were stimulated to greater achievement. Through the medium of timing, the instructor was enabled to check the progress of the group and of each individual and to maintain effective control of class procedure. One-minute sentences and paragraphs were mimeographed and distributed to the students.

Practice was given in machine dictation. This proved to be an excellent method of developing automatization

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TYPEWRITING

thus enabling the students to type on the word level rather than on the letter level.

Motivating Devices

1. Open House. Only work of high caliber was selected for display purposes. All the students tried hard for the standard of excellence which the exhibits required.

2. Names in school paper and the story of the experiment.

3. Recognition at assemblies.

4. Professional demonstrations and films.

5. Proficiency Certificates. Across the entire rear blackboard were posted large cardboard strips denoting the various speeds, as:

25 GWPM 30 GWPM 35 GWPM 40 GWPM 45 GWPM

Students posted their papers under the appropriate headings until they qualified for the proficiency certificate with five so posted. The speed average of the five papers was recorded on the certificates, which were greatly prized by the students.

6. School Research Test Charts for Progress and Achievement in Typewriting Techniques. These charts list for individual grading all the elements that combine to make for skill and perfection.

7. Progress Charts.

8. Individual Speed Graphs.

It was found that the students operating the electric typewriters had greater speed than those students who learned on the manual typewriters. In the first semester, the experimental classes showed a 39 per cent greater increase than the control group. In the second semester, the electric typewriting classes showed a 62 per cent greater increase in speed than those trained on the manual typewriters. The students operating electric typewriters were 18 per cent more accurate.

In two of the classes tested, the electric trained students came close to a 100 per cent increase in net words over the manual trained students who were taught in the same classroom at the same time by the same teacher and used the same textbook. The teachers were in agreement that classrooms equipped completely with electric typewriters would show even better results.

Much enthusiasm for the electric typewriters was evi-



COMPARISON OF ACHIEVEMENT . . . The first semester beginning students who learned on the electric typewriters averaged 9.2 words a minute higher than their classmates who learned on the manual typewriters. The four second semester classes of beginning students averaged 13.5 words a minute higher.

dent among the students. They were fascinated and motivated by the new machines. The increased speed developed on the electric machines also speeded up the manual operators in their natural efforts to keep the pace. However, the operators of the electric machines turned in much more work than the manual operators during the same class periods.

The girls who learned to operate the electric typewriters at Kelly High School had a decided advantage in obtaining employment. One of them secured a part-time position with a large mail-order house where she taught other employees to operate electric typewriters.

Reduced teaching time required on the electric typewriters will enable schools to meet the increasing demand for instruction without expansion of teaching staff and facilities. It is estimated that students can become proficient on the electric typewriter in approximately one-half the time required for attaining proficiency when learning on the manual machine. This makes it possible for typewriting instruction to be offered to many more students. Schools can better supply the needs of business by doubling the number of qualified typists available for employment.

To summarize, the experiment leads to the conclusion that students learn to typewrite faster and more accurately on electric typewriters. Also, students show more interest in their work and fewer motivating devices are needed when electric typewriters are used. There is ample evidence that this modern type of instruction opens the doors to better job opportunities following graduation.

FIRST SEMESTER BEGINNING CLASSES

Class	Net Speed		Per Cent of Increase Electric Over Manual
	Manual Typewriters	Electric Typewriters	
A	25.3 WPM	32.1 WPM	27
B	23.1 WPM	35.1 WPM	51
SECOND SEMESTER BEGINNING CLASSES			
C	20.4 WPM	31.8 WPM	56
D	20.2 WPM	36.7 WPM	81
E	23.6 WPM	44.4 WPM	86
F	23.5 WPM	29.0 WPM	23



today's schools



start students on the Remington Electric...

The Electric Typewriter is today recognized by increasing numbers of educators as a superior teaching instrument for beginners...the greatest shortcut ever devised for the learning of typing.

Tests have shown that students initially trained on electric typewriters operate a *manual* machine considerably faster and better than students using manuals from the start . . . and this after only minutes of introduction to the manual. They learn faster . . . begin actual typing sooner . . . gain extra time for concentration on practical business typewriter applications, thanks to the simplified approach offered by the electric typewriter. With the distractions common to manual

typewriter training out of the way, the student is able to concentrate on the more important elements of typing like learning key locations . . . does so in less time.

Yes, there is good reason why more and more electric typewriters are finding their way into the classroom. Many schools, however, fully aware of the benefits of electrification, are concerned with what they imagine would be the high cost of installing electric typewriters. They'd be amazed, on investigation of Remington's BEA plan, how easily and inexpensively an electric classroom installation can be accomplished through this wonderful pay-as-you-teach program.

Remington Rand

need them both!



round them out with the Remington Standard!

The Remington Standard—the most highly responsive smoothly rhythmic standard typewriter available today—is the obvious choice to complete your planned program for making your students the best possible *all-round* typists. It assures the continuance of the quality results, ease of operation and inspired typing progress introduced to students by the Remington Electric Typewriter. Ahead of every other manual typewriter on the market, only the Remington Standard displays the following exclusive features for better all-round performance and easier, faster and less costly maintenance: *Perfect Positioning Scale*—Assures perfectly centered letters and headings without time-wasting "margin-mathematics."

Tested Tempo Touch—The remarkable, new precision balanced typebars and the finger cushioned keys cut down the possibility of tangled keys, help students increase typing speeds . . . become more expert. Exclusive *Fold-a-matic Construction*—Exposes all working parts in 3 or 4 minutes, keeps typewriter in commission longer by enabling servicing without removal from the classroom, cuts cleaning costs to a minimum.

FREE BOOKLETS—Send for two illuminating teaching aid booklets: 1) Letter Centering Simplified (R8667), 2) BEA Guide to Teaching Electric Typing (RE8612). Write: Typewriter Education Services, Remington Rand, Room 1417, 315 Fourth Ave., New York 10, New York.

THE FIRST NAME IN TYPEWRITERS

UNITED SERVICES

RESEARCH IN BOOKKEEPING AND ACCOUNTING

JOINT COMMITTEE OF
UBEA, NABTTI, DPE

WHAT WE KNOW ABOUT BOOKKEEPING AND ACCOUNTING—FROM RESEARCH

*Contributed by the Sub-committee of the Joint Committee
on Coordination and Integration of Research in Busi-
ness Education*

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education, a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

Title:	REVIEW OF RESEARCH IN THE TEACHING OF BOOKKEEPING AND ACCOUNTING
Doctoral Study By:	J. VIRGIL HERRING, Ball State Teachers College, Muncie, Indiana
Purpose:	To prepare a comprehensive bibliography of research studies in the teaching of bookkeeping and accounting and to abstract and classify these studies.

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

The Approach. The effectiveness of introducing bookkeeping and accounting by beginning with the journal, the special journals, the account, the financial statements, or the accounting equation was the subject of numerous investigations. Complete agreement was not reached with regard to the superiority of one approach over another. The consensus seemed to be that all methods of approach have advantages and disadvantages and that the effectiveness of any one method is greatly affected by the skill and the efficiency of the teacher using that approach. However, the findings of most of the studies indicated that greater progress was made by students when a form of the balance sheet approach was used.

Difficulties Encountered. Students seemed to experience the greatest difficulty in making adjusting and closing entries, in preparing statements, and in classifying accounts. The conclusion was reached that many errors made by students in closing the books resulted from the students' mechanizing the process without a proper understanding of what was being accomplished.

Use of Practice Sets. No significant difference, as measured by objective tests, was found between the achievement of students who worked on practice sets and the achievement of students who solved only short problems involving the bookkeeping cycle. However, some of the investigators felt that there were other values inherent in the use of practice sets, particularly those with business papers, that were not measurable by objective tests. There was general agreement among writers that practice sets should serve as teaching, not testing devices for use both in and out of class and that these sets should be short.

The Arithmetic Factor. An analysis of bookkeeping textbooks and practice sets indicated that very simple arithmetical computations were involved, with the fundamental processes being used most extensively. A thorough knowledge of arithmetic as taught in the elementary school, it was revealed, was sufficient background for dealing with the mathematics involved in a course in bookkeeping.

Analysis of Arithmetic Errors. An analysis of the types and frequency of arithmetical errors made by bookkeeping students revealed that the largest number of errors was made in addition, even though half of the problems in textbooks and practice sets involved addition. The second largest number of errors made was in copying or recording numbers; and the third, in subtraction. The failure to figure discount correctly caused the greatest number of errors in percentage. Determining the interest period was the reason for most of errors in problems involving interest.

Relationship Between Arithmetic and Bookkeeping Success. Existing evidence seems to indicate that a negligible amount of business arithmetic is taught in the bookkeeping class. Probably greater integration of business arithmetic with the bookkeeping course could be achieved, but it would seem illogical to assume that the business arithmetic course could be eliminated. In general, it was found that the study of bookkeeping apparently had little effect upon the arithmetical ability of students, and conversely, the arithmetical ability of students had little effect upon their achievement in bookkeeping. Too often students are unable to see the connection between the arithmetic studied in an arithmetic class and that used in the bookkeeping course.

Effect of Prior Bookkeeping Instruction on Achievement in Accounting. In general, students with a background of high school bookkeeping were better prepared for elementary accounting in college than those students without such preliminary instruction. This was true only in so far as the subject matter in the accounting course was closely related to the bookkeeping that they were

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RESEARCH IN BOOKKEEPING AND ACCOUNTING

taught in high school. Although achievement in college accounting increased, in general, with the length of time that the student had pursued the bookkeeping course in high school, such achievement was not enhanced by more than two years of high school bookkeeping instruction.

Recency of Instruction. The recency of the bookkeeping training appeared to be an influential factor. Those college students who had studied the bookkeeping course in their senior year in high school were more successful with accounting in college than were those students who had such instruction in their sophomore and junior years of high school.

Tests. The consensus of the investigators was that the testing program that employed the traditional problem-type test in conjunction with the objective test was potentially better than a program which employed either method exclusively. The principal limitation of the objective test in measuring achievement in accounting seemed to be the difficulty in evaluating the student's ability to reason and understand the application of accounting principles to an actual problem situation.

Duties Performed by Bookkeepers. Surveys of all the duties of bookkeepers revealed that many of them were primarily clerical and not bookkeeping duties. However, it was apparent in many instances that the satisfactory performance of these clerical duties was as important to job success as was the performance of duties involving technical knowledges and skills. It was also found that the bookkeeping duties in the large offices were so classified and routinized that clerks who had little or no bookkeeping training could perform the work quite satisfactorily. As a result of their studies, several researchers recommended that a clerical practice course in addition to the elementary bookkeeping be a part of the program of all students preparing for office occupations.

Business Machines Used. The business machines most frequently used by bookkeepers on the job were typewriters, adding machines, check protectors, and calculating machines.

Personal Use. There has been much disagreement among business educators as to the proper objectives of the high school bookkeeping course. In general, most researchers agreed that the bookkeeping course could not be justified solely on the vocational objective, that the extent to which nonvocational objectives are being realized at present is questionable, and that personal-use and business-use values should be combined in the same course rather than in separate and distinct courses.

Prognosis. The relationship between a student's intelligence, as measured by his score on an intelligence test, and his achievement in bookkeeping was not found high enough to be considered significant in predicting success in bookkeeping.

There was considerable agreement among researchers that the student's general scholastic average of his fresh-

man year offered the greatest predictive possibilities. The findings of the more recent studies seemed to indicate that not one factor but a combination of many factors, traits, ambitions, work habits, interests, home environment, occupational and family background influence achievement in bookkeeping and accounting.

HELPFUL SUGGESTIONS THAT THE CLASSROOM TEACHER CAN APPLY TO CLASSROOM PRACTICES

Give Proper Emphasis to the Course. Few actual bookkeeping positions are available to the high school student upon graduation; there are, however, many jobs in business that require a knowledge of how to record business transactions. Job analysis studies of duties performed by stenographers, clerical workers, office service workers, and business machine operators frequently show that more than half of the duties performed require some understanding of the recording activity. Teachers need to be aware of this situation in building the content of their business courses.

Be Aware of Students' Reading Difficulties. Present-day textbooks, although greatly improved in recent years, are not self-teaching. Business terms and words used in problems were found by researchers to be sources of difficulty for many students. Their reading must be supplemented by explanations and illustrations on the part of the teacher to secure greater comprehension of the subject matter studied.

Bridge the Gap Between Class and Office. Recommendations were made in several studies for providing greater reality to the bookkeeping class by coordinating its activities with actual business practices. Some of the most frequent suggestions were: (a) practical bookkeeping experience for business teachers; (b) field trips to local business offices; (c) personal acquaintanceship of teachers with local businessmen and their record problems and practices; (d) the study of some of the "ready-made" commercial bookkeeping systems used in approximately one fourth of the small businesses; and (e) the placing of greater emphasis on the computation of taxes and payrolls, on the use of columnar cash journals and of cash registers as a bookkeeping device.

How the Study Was Developed

Research Techniques Used. A comprehensive bibliography of research studies was prepared through library research. The original copies of the studies were obtained. From these studies abstracts were prepared, classified, and summarized under major problem areas.

Sources of Data. Original copies of 237 theses were secured through interlibrary loan service. Of these, 223 were closely enough related to the problem to warrant abstracting or annotating. A total of 19 reports of research studies originally reported in periodicals, monographs, or yearbooks were included.

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UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

THE RESOURCE FILE AS AN AID IN INDIVIDUAL INSTRUCTION IN DISTRIBUTIVE EDUCATION

Contributed by William B. Logan, School of Education, Ohio State University, Columbus

INDIVIDUAL instruction is of primary importance in the distributive education class and by the same token is one of the most difficult phases of the work of the coordinator who conscientiously strives to do a good job.

Because of the importance of individual instruction in distributive education, there should be a considerable amount of down-to-earth "how to do it" instructional material on distributive jobs and merchandise information. Actually, there is relatively little material available, none which is available on a nationwide basis.

Several of the states, either through the State Department of Education or the teacher training institution, have prepared material which has been available to the group preparing the material, but has not given wide distribution to it. Also, the number of jobs and kinds of products studied has been rather limited.

Three years ago, the distributive education coordinators in Ohio adopted a plan for individual instruction which was labeled the Distributive Education Resource File.

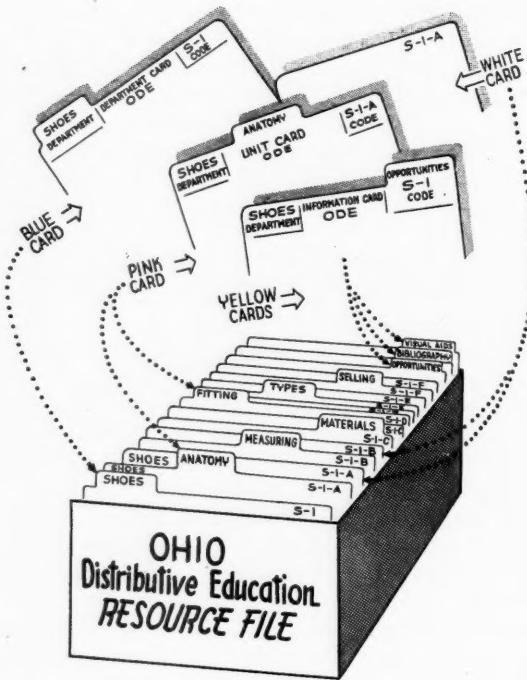
Through the development and use of the file, it was hoped that the classroom duties of the coordinator would be reduced to a minimum; thereby giving him time to work with individual students which would result in making the instruction more meaningful.

The Ohio plan is based on the Oklahoma plan developed under DeBenning a few years ago. Most of the basic elements have been retained with modifications and additions. Soon after the plan was re-designed, an arrangement was made with Meyer in Minnesota to exchange units, thus reducing the work to be done by each state institution.

Information in the Resource File

Two types of information are included in the resource file: the study of merchandise information and the study of job duties. Ohio has emphasized the first, and Minnesota the second.

Included in a merchandise information unit are the following: (a) An outline of the topics to be covered, (b) a list of source materials, (c) a specific objective for each topic, (d) a list of materials needed by the student, (e) a list of suggested activities for the student, (f) a statement on opportunities and requirements of the person who sells the particular merchandise, and (g) a list of available visual aids.



Features of the Plan

All information is on 5 by 8 inch cards. The student takes only one card at a time from the file and returns it to the file when he has completed the suggested activities. The divisional cards, containing outlines, remain in the file. The outstanding features of the plan are:

Flexibility. New information can be added without duplicating an entire unit of study.

Usability. Students take reference cards only from the file and they are easily returned to their proper place in the file.

Topic Coverage. A large list of basic merchandise topics was established based on distributive education placements. Additional topics have been added as the need has arisen.

Variety of Activities. The list of activities is comprehensive providing the student and teacher with a selection for the most applicable activities for a particular student.

The accompanying illustration indicates the relative position of the cards. Four colors are used to indicate their use: BLUE, PINK, WHITE and YELLOW.

The BLUE department card contains the outline which the student follows in his study of the subject.

The PINK unit card contains the subhead title from the outline of the BLUE card. The code from the BLUE card is carried on the PINK card.

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A WHITE activity card, which the student takes to his desk, has detailed instructions for the activity, such as: objective, references, and activities.

The YELLOW information cards are for the general bibliography, opportunities and requirements, and visual aids.

The code list, including assigned number, department,

CODE	DEPARTMENT	NAME OF AUTHOR
A-1	Art Supplies	Torok
A-2	Automotive Supplies	
B-1	Bakery Products	
B-2	Bedding	
B-3	Books	
B-4	Building Materials	
C-1	Cameras	
C-2	Candy	Butt
C-3	Clothing—Men's & Boys'	Steinbaugh
C-4	Clothing—Women's	Sebach
C-5	Clothing—Children's*	Sunbury
C-6	Cosmetics	
D-1	Dairy Products	
D-2	Dishes	Van Court
D-3	Drugs*	
E-1	Electrical Goods*	Smith
F-1	Floor & Wall Coverings*	Vargo
F-2	Flowers	
F-3	Furniture	
F-4	Furs	Avery
F-5	Frozen Foods*	
G-1	Garden Supplies	Kane
G-2	Gas & Oil	
G-3	Gloves	Moon
G-4	Groceries	
G-5	Glassware	Curtis
H-1	Hardware*	Myers
H-2	Household	
H-3	Hosiery*	Smith
I-1	Insurance	
J-1	Jewelry	
L-1	Laundry, Dry Cleaning*	Balthaser
L-2	Linens & Domestics	
L-3	Luggage & Leather Goods	
M-1	Millinery	Angus
M-2	Meats	
N-1	Notions	
O-1	Office Supplies & Paper Products	
O-2	Office Equipment	
P-1	Paint	
P-2	Photographic Supplies	
P-3	Plastics	
R-1	Radio & Television	Alkire
R-2	Real Estate	Stedman
R-3	Restaurant	
R-4	Rubber	
S-1	Shoes*	
S-2	Silverware*	Logan
S-3	Sporting Goods	
T-1	Textiles	Swack
T-2	Toys	
T-3	Textiles—Synthetic	
W-1	Wholesale Field	
Y-1	Yard Goods	Dallas

and name of person working on the particular subject is given here. Completed subjects are starred (*).

This plan will become more effective as more units are developed. If other states will express an interest in contributing to the plan, thereby adding to the number of units developed, they will profit by receiving the units already completed for their contribution.

**NEW filmstrip
on free loan!**

**How to Use
Consumer Credit
Wisely**

This new Money Management filmstrip lecture explains the principal types of consumer credit—charge accounts, time payment credit, and cash loans. It discusses the different sources of consumer credit such as commercial and industrial banks, credit unions, and consumer finance companies. How to understand the different types of consumer credit, how to know the costs involved, and how to shop for credit, are clearly explained. This 35-mm filmstrip and prepared talk to read while pictures are shown is available on free loan for one week.

You will find this new filmstrip an easy, practical way to teach the fundamentals of consumer credit. True-to-life, family situations will interest both students and adults. Contains no advertising, of course. Do send for it today. You will also receive a free copy of the Money Management Program folder, listing all our booklets and filmstrip lectures.

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Please reserve one month in advance.

Name _____

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City _____ Zone _____ State _____

UNITED SERVICES

GENERAL CLERICAL AND OFFICE MACHINES

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

MACHINE METHODS AND THE MODERN BUSINESS OFFICE

Contributed by Robert Champagne, Cathedral Central High School, Detroit, Michigan

EVEN though there are many objections to the introduction of machine methods, the advantages have far outweighed the disadvantages, and the use of machines has given us a much better standard of living.

We are ready to admit that we are in the machine age, but this in itself does not justify our introducing machine methods into our modern business offices. But just as in the past there was a need for introducing bookkeeping methods due to the increased complexity of our economic society, so today to a large extent the development in bookkeeping and accounting has paralleled the changes which have taken place in our economic society. As business conditions moved from simplicity to complexity, so also has the development of bookkeeping and accounting moved from the simple daybook to a complex system of recording facts, first by hand, and more recently through multiple uses of many types of machines.

Reasons for Mechanical Equipment

As in any field, there must be definite advantages which have presented themselves as reasons for the widespread adoption of machine methods. The penmanship of the bookkeeper, or the rapid and accurate addition of the auditor are no longer a definite field of pride. But rather, the conservation of time and speed in operations will be the field in which we shall find the advantages in mechanical equipment.

Speed in Operation. Today as we find universal distribution and mass production the prime note of emphasis, records have to be speeded up in order to make them up to date at all times. The old-time bookkeepers who work by hand are no longer able to keep up. And therefore we find that mechanical equipment has relieved bookkeepers of the heavy burden of periodical detail work.

Compilation of Statistical Information. When transactions become many, varied, and extensive, many analyses of operations are required—such as, analysis of sales by territories, products and consumers; analysis of selling and administrative expense; and analysis of distribution costs and operating costs. And machines have helped in compiling this information.

Accuracy. Loss of time and expense occur if there is the constant necessity for proving work which has already been done. The appliances that have been perfected make it possible to perform accurately, and also to provide a constant check after each operation has

been completed. If an operator makes an error, the machine is so constructed that it will reveal this immediately.

Checking. The management is not only concerned with controlling external factors, but also with controlling internal factors. The mechanical equipment is constantly furnishing automatic proofs and tends to establish an internal check on the business operations.

Over and above the specific reasons stated we find that machine methods are now being made applicable to even the smallest businesses. By making simple adjustments, the machines can take care of all the necessary bookkeeping work for a company.

Of course, the question of the time of training necessary for these machines might be a reason for or against their installation. But seeing that an individual may be trained to operate these machines in a time ranging from *two hours to two weeks*, depending on the individual's ability, it seems that this in itself would be a reason for the machine. The reason for the short time needed for learning how to operate the machine is due to the simplicity of the machines. One individual may handle all the work and avoid needless duplication and checking because of the automatic proofs that are established after each transaction.

To classify these machines into broad groups we would have to divide them into adding machines, calculating machines, billing machines, bookkeeping machines, and other machines of a miscellaneous nature. Since we cannot consider each in detail, it seems advisable to single out the bookkeeping machine as the example for discussion.

Most modern bookkeeping and accounting machines will post accounts receivable records, customer's ledger account alone, or customer's statement and ledger accounts with sales analyses, if desired, all in one operation. These machines can transfer balances to new statements, simultaneously prepare the trial balance as a by-product, and age accounts, if desired, in the same operation. They can also post accounts payable, the vendor's ledger account alone, remittance advice and ledger account, or voucher in duplicate or triplicate with purchase distribution, if desired, in the same operation. They can post stock inventory control records (show quantity only, show value only, or show both), show quantity on order as well as balance on hand, and automatically indicate when the stock needs replenishing; they can prepare the pay-roll records with employees' earning statements, and provide the pay-roll journal in the same operation. And they can post the general ledger and simultaneously prepare the general journal as a by-product.

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UNITED SERVICES DISTRIBUTIVE OCCUPATIONS

WILLARD M. THOMPSON, Editor
JOHN A. BEAUMONT, Associate Editor

RECENT PUBLICATIONS FOR DISTRIBUTIVE EDUCATORS

Contributed by Viola L. Franklin, Culver City, California

ATTENTION is directed to several new publications which are useful tools for the distributive educator. Though the following materials are unrelated, each deals with aspects of the program of education for distribution, or with problems of teaching.

Dynamic Display, by Frank J. Bernard. Published by Display World, Cincinnati 1, Ohio, 1952. \$10.00.

In this new book, the author utilizes his wide experience to give a complete treatment of modern display technique and practice. He explains each facet of retail display and shows by photographs and sketches the practical application of theory to good window and interior display.

The concepts of good design, color, balance, symmetry, line and form, and contrast are demonstrated by illustration. Mastering the space problem and various attention-getting devices are demonstrated with effectiveness. Actual materials such as fixtures, paper sculpture, flowers, paints, drapes, and display signs, are treated with practical explanations and suggestions. Window plans, the display calendar, lighting, animation, layout of merchandise, and even a discussion of budget problems are among the chapter topics. The book is filled with over six hundred illustrations.

This book may be used as a textbook for high school or college, or will serve as a reference text for students, teachers, or retailers.

Display for Learning, by Marjorie East of Antioch College. Published by Dryden Press, New York, 1950. \$3.00.

This book is a discussion of audio-visual aids for the classroom teacher with little or no budget. Scant space is devoted to theory, or to expensive "ideal" equipment. It is directed to the teacher who wants to improve the learning process by improvising visual aids out of materials at hand. It is well written and practically conceived, with ample illustrations. By the end of the book, the author convinces one that artistic talent and mechanical skill are less valuable than common sense and an interest in helping students to learn.

The first part of the book deals with how to make the various items in a display. These include paper-sculpture, mock-ups, charts, diagrams, and others. How to draw figures, letter, mount pictures, and other common problems are treated simply and with clarity.

The second part of the book is devoted to planning the design of the display to insure results through the use of space, size, shape, line, color, texture, and arrange-

ment. The author shows how through the use of repetition, unity, and formal balance, similarities are illustrated; how through the use of informal balance and contrast, differences are emphasized.

The latter part of the book includes a discussion of the various mediums for audio-visual materials such as duplicating processes (hectograph, mimeograph, silk screen), the chalk board, slides (plastic, glass, cellophane, photographic), posters, charts, bulletin boards, and flannel boards.

How To Do It Series. Published by National Publicity Council, 257 Fourth Avenue, New York 10. \$1.00 each. The following bulletins published by the National Publicity Council are of interest to anyone engaged in working with the public, and seem particularly apropos to distributive educators:

Annual Reports—How To Plan and Write Them. How to organize facts, choose theme, project against community background.

How To Make a Speech and Enjoy It. How to organize speech, tune to audience, and make satisfactory delivery.

Pamphlets That Pull. Planning, writing, and producing problems of preparing pamphlets, booklets, leaflets.

Planning Your Exhibit. Finding right message, deciding exhibit technique, and making most of facilities.

The Public Relations Committee. Organizing a public relations committee, its functions, and what makes it succeed or fail.

Public Relations Programs—How To Plan Them. How to develop public relations program, evaluate it, analyze audience, choose publicity methods, find employees, set a budget.

Radio—How, When, and Why To Use It. When to use radio, how to select and develop program, get station time, build listening audience.

Working with Newspapers. How to write releases, work with reporters and photographers, what is news and why.

How To Turn Ideas into Pictures. Simple methods of illustrating publicity and educational materials without art training, with stick figures, etc.

FILMS ON SELLING

DISTRIBUTIVE educators are continually on the alert for new films on salesmanship. Training in selling techniques is the backbone of the program, and a good film used expertly can become a pivotal force to a group of salespeople or students. The following previews are of films recently produced:

The Importance of Selling is a 16 mm, black and white movie in sound, with a running time of twenty minutes.

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UNITED SERVICES

BASIC BUSINESS

GLADYS BAHR, Editor
HOWARD M. NORTON, Associate Editor

ACADEMIC PREPARATION FOR TEACHERS OF BASIC BUSINESS SUBJECTS

Contributed by Raymond B. Russell, Associate Professor of Business Education, Kansas State Teachers College, Emporia, Kansas

MUCH has been written during the past two decades about the importance of the basic business area in business education. Progress has been made but it has been extremely slow. Most business educators are in substantial agreement that the basic business subjects are extremely important in a well-balanced business education program; however, the majority of secondary schools still offer only the "traditional three" as the total business program. Why is it we, as business teachers, talk one way and "do" another? Is it that we do not believe what we say? Or is it that we do not know how, or have not received the training that prepares us to do the kind of work we should?

It is a well-established fact that the teacher is an important factor in the teaching of young people. In the learning process the student is motivated quite largely through the enthusiasm and interest expressed by the teacher. Improvement of content, textbooks, supplementary materials, methods, and techniques will avail little if the student is not motivated. The basic business subjects are no exception.

In a recent study of Kansas secondary schools an analysis of the background and training of teachers of basic business subjects was made. Among other things, the college preparation of the basic business teacher was studied to determine the number of hours of college credit in each basic business subject taught, and whether or not the teacher had either a major or a minor in business education.

Of all teachers of basic business subjects in Kansas schools only 55 per cent had either a major or a minor in business education. Thirty-three per cent had a major, 35 college hours or more, and 22 per cent had a minor, from 15 to 34 college hours, in business education. Another 6 per cent of the teachers had some training, less than 15 hours, in business education. The remainder, 39 per cent, had no course work in the business education area. Their fields of specialization were English, social science, mathematics, physical education, etc. Obviously, if almost 40 per cent of the basic business teachers have no training in this area, we cannot expect a great deal of interest in and enthusiasm for these subjects.

As to the preparation of the basic business teacher in each of the subjects taught, it was found that many had no specific college preparation. While about 40 per cent

of the basic business teachers had no preparation in business education, many of this group were mathematics majors or minors and were teaching business arithmetic, or were social science majors and were teaching economics, and were thereby qualified according to state requirements. However, it was found that there were instructors teaching basic business subjects with no college training in the particular subject. In about 25 per cent of the secondary schools offering general business training the instructor had no specific preparation for teaching this subject. In about 15 per cent of the schools offering business arithmetic, the teacher had taken no work in college in business arithmetic or mathematics.

Basic Business Teacher Education

If many of the present basic business teachers are not qualified to teach in this area of business education, then it behooves the teacher-training institutions to make every effort to improve the present unsatisfactory conditions. Business teacher-training institutions can help improve basic business in three ways: by including more content courses in basic business in the major program; by including a methods course with some emphasis on basic business; and by student-teaching experience in the basic business subjects.

A study of 21 four-year colleges in Kansas revealed that their program for training prospective business teachers was weak in the basic business subjects. A majority of the student's time was spent in preparing for bookkeeping, typewriting, and stenographic teaching. In the majority of the colleges less than one-third of the student's business training was devoted to courses related to the basic business field. In the "methods" courses basic business subjects were generally not stressed or even included. In only nine out of 21 colleges were methods courses offered in the business department. In these nine schools a part of the course was devoted to basic business subjects. In the other 12 colleges the only methods offered were taught as a general course for all students in the education department.

The Student-teaching experiences in most colleges in Kansas did not give the prospective teacher an opportunity to teach both the skill and the basic business subjects. In a majority of the schools students taught and observed in one subject for one semester. A few schools required student-teaching in more than one subject.

Suggestions for Improvement

It is apparent that if instruction in the basic business subjects is to improve the academic preparation offered by most teacher-training institutions must be changed.

(Please turn to page 35)

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHELY, Editor
FRED C. ARCHER, Associate Editor

EVALUATING TRAINEES ON THE JOB

Contributed by Ethel Paleen, *Roosevelt High School, Minneapolis, Minnesota*

WITH STUDENTS on a part-time work program, it would seem that teachers need to be as precise as possible in their evaluation of progress on the job as well as in the classroom. On the job, however, the problem is not the familiar objective one of the classroom. Business teachers have worked with the latter for years, and have perhaps met its challenge to a large extent.

In broad categories, some evaluation sources for students on the job are listed below. If actual school marks are the end product, the first is the most direct classification. For all other evaluation, no ranking is even suggested.

1. Tangible ratings and records from the business organizations.
2. First-hand observations.
3. Interviews with individuals other than the workers.
4. Analyses and conferences at school.

An explanation of these groupings as they have been applied by the writer follows:

A weekly form signed by the supervisor on the job contains his comments as well as verification of daily time, skills learned, adjustments achieved, and similar information.

A rating sheet prepared six times a year by the employer contains exact descriptions of the stages of progress in eight items including quality of work, ability to follow instructions, various attitudes, and appearance. In addition, the form lists descriptions for rating of progress, a line for over-all estimate of the student's work, as well as space for comments and record of absence or tardiness.

Any notification of promotion or salary increase attributable to the individual's own achievement has also been considered a sign of value. Tangible ratings and records have been the most objective means of determining the progress and worth of a student.

First-hand Observations

This is the method of evaluation given prominence in coordinator-training classes. For the student on a selling job it is particularly good. For an office worker it is good when applied to getting impressions of the appearance of the worker, appearance of his working tools and surroundings, his poise and reaction to the visit or other non-routine events, his absorption in the work and degree of distraction, his pace and general air of alertness. Not only do these form a small part of the picture of a worker's progress, but when correlated with other devices give a teacher confidence in her own judgement.

In an office, however, casual observation of a worker has not always produced varied evidence, and it has been almost impossible to accomplish without alerting an entire department. Some expanded procedures other than the physical watching of a worker's performance have often been found very valuable and objective. At times they have proved even more desirable than rating forms. The coordinator has been able to control the rating, and to place on an equalized basis the diversity of employer evaluation concepts.

With a proper approach, most supervisors and executives are willing to display to the coordinator random pieces of production, or results of clerical processes. Typical examples are letters, invoices, legal papers, forms, statistical papers representing organization of data as well as arrangement and typing, reorganization of poor filing systems, maintenance of files and records, original projects, time and production records, and duplicated material. During the visit, or as soon as possible afterward, the trained business teacher can make narrative notes of her observations and actual appraisals.

Below are two cases summarized from the writer's notes made on index cards headed with the name and address of the organization and the name of the worker.

Case 1. (Mary Q, clerk-stenographer with a legal firm)

3/10/53, 2:30—Mary was alone at reception desk and switchboard. Pleased to see me; immediately went into another room to notify Mr. H. Top of her desk well organized; noted paper she was proofreading. Handled switchboard calls without confusion, but voice seemed poor and some answers not so gracious as they might have been. Mr. H produced a 10-page document taken by Mary from dictation and transcribed. Vouched for accuracy of material. Neat; carbons good; would rate A except for one page which Mr. H said was partially his fault.

(At subsequent visit noted and was told of improvement in voice and maturity of handling calls. By the end of the year was rated a top worker.)

Case 2. Joan T, clerk-typist for drafting department of a large manufacturing firm)

4/28/53, 1:45—Joan was making blueprints. My questions not well answered; seemed almost backward about them. Work looked good, however, and Mr. S. says she handles this part of work alone; does not need help in using machine or in judging relative importance of many calls for service. Gets along with everyone. Mr. S. showed me booklet of statistical data she had compiled, set up, and duplicated. Source material in very rough form. Copy of finished product taken back for school files and shown to office training teacher. Although Joan is a D student in this class, teacher admitted the work to be worth B at least.

Some executives are willing to make an appointment with the coordinator to spend an afternoon with the

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business concern whenever some specialized job is to be performed by the worker. The time spent is relatively more than can be given regularly, but is profitable once during the training period.

Interviews with Other Individuals

The backbone of a coordinator's job outside of the school is in the visiting program. Much has been written regarding its purpose and frequency. From the standpoint of appraisal of a student, a few things might be emphasized as having assisted the coordinator's evaluating process. Three or four classes of individuals have been visited, each supplying its own particular information. With all, however, the coordinator has made it a point to ask regarding abuse of privileges, choice of associate, judgment in personal examples, and acceptance of policy.

A member of a personnel department or other supervisor of records has often furnished the total pattern within an organization and given comparisons with past and present workers as well as correlation between rate of progress and tested expectations. Consider, for instance the case of Pat S., a clerk in the installment loan department of a bank. From Miss R. in personnel the following notes were made:

October—Entrance tests placed Pat in upper quartile in all except typing. Spelling very high.

January—First review of record shows worker only average.

May—Records much improved. Tends to business better than any previous part-time worker in that department. Production rate comparatively high; files orderly and usable.

From Mr. K., the department head:

November—Choice of associates poor . . .

January—Needs help with part of grooming habits . . .

March—Offensive trait corrected; better choice of associates; work very good. Used partly for short letters; several men call for her to do their letters.

May—Pat will be one of our investigators and may be placed in charge of more records.

Where a job trainer has been an individual other than the department head, he has outlined more personal detailed progress and such traits as aptness, initiative, dependence upon repeated instructions, and over-all alertness.

Finally, in some instances, a fellow worker has given the coordinator an informal idea of the student's adaptability, cooperation, usefulness, and helpfulness.

Analyses and Conferences at School

In the classroom a student has been asked to do two specific things that have provided evaluation by determining her own concept of the work. Early in the year she has kept a brief but daily running account of all work performed. Later she has made a more formal job description or analysis. Conferences regarding these and general job problems and opinions have almost always given the teacher some idea of the student's progress.

These four broad types of evaluation have been used in two ways: (a) To classify students as to degrees of excellence or failure; and (b) to assign school marks.

Regarding the latter use, some might think that the rating sheet first described would be sufficient to assign

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grades. It has been discovered, however, that many individuals tend to follow a "straight line" or to provide a "halo" effect. Some employers check a consistent high rating; some give an average rating as a safe course; some wish to treat all persons alike. Therefore, the rating sheet has been used as the starting mark, an average being taken as C, and so forth. The other procedures of evaluation have been used to substantiate and to add or subtract points. Thus Betty C's immediate supervisor checked on her rating form a consistently excellent line. A typed production observed one month and some letters another month were merely average by school standards; her reports from interviews were generally good except that one or two men in the department occasionally reported that she had needed prodding and repeated instruction. Her own concept of the job was above average. She was given an average-plus mark—not the top one indicated by her rating sheet alone.

Shorthand

(Continued from page 19)

In classes requiring either a great deal of note taking or outside library research, it has proven to be an invaluable time-and-effort saver to me. At first I was hesitant to use it for fear that I would be unable to transcribe it later after my notes were "cold." As I grew more confident, my notes became a mixture of this system and regular handwriting; and then, eventually, all abbreviated longhand.

* * *

I am very well satisfied with the results of taking abbreviated longhand. I am not coming back to school next fall, and I have a job which requires that I be able to take dictation. During the interview, my employer tested me and I could take his dictation satisfactorily with abbreviated longhand. I know that I never could have been able to do this with one semester of shorthand.

A more critical reaction to this abbreviated longhand system was given by a group of graduate students dur-

ing the spring semester of 1952 in the Improvement of Instruction in Shorthand class. The students learned this system as one completely strange to all of them. This made possible a more accurate evaluation of the difficulties experienced by shorthand beginners, and experimentation by the group with various methods of presenting the new material. Since all members of this class were in-training teachers in area high schools at the time, one of the class projects involved their trying out the system on some of the high school students. Sample reactions from the graduate students to the system follow:

The accuracy of transcription and the deviations possible in the writing, combined with proof that the system will permit practical dictation, furthers my belief that the course is sound and practical for (a) occasional dictation and (b) personal use.

* * *

Starting the eighth week, the girls were placed in the school office during a study period where they were expected to take office dictation and type mailable copies. Three (of the four) received a satisfactory rating from the school office. The other, because of her spelling difficulty, was rated slow in obtaining mailable copies. The (abbreviated longhand) form of shorthand has taken away the fear of office dictation the girls had developed. By the end of the semester one of the girls was able to take dictation on regular routine material at seventy words per minute with little difficulty in transcription. The others ranged in dictation speeds from sixty to seventy words per minute for short periods of dictation.

* * *

I would say that there is a place for a system like abbreviated longhand for personal use or for vocational use limited to occasional dictation. It seems definitely easier to learn, and I am especially interested in it for the student who cannot become competent in shorthand.

An interesting fact concerning the possibilities for vocational use of this abbreviated longhand system is shown by three secretaries to top administrators on our campus who use this method in taking their daily dictation. Last year these girls were required to pass the

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Civil Service Clerk-Stenographer III test, and all three did so on the first trial.

To summarize our experience with this abbreviated longhand, it seems to meet fairly well the criteria we had in mind. It can be learned in one semester; it has an exceptionally high degree of accuracy in transcription; it seems to offer better chances of being used without first being transcribed; it can be modified by a student to fit his needs; it has been used vocationally; and by switching to the special machine, speeds up to 200 wpm can be attained.

Disadvantages we have found include a comparatively low rate of speed possible when writing by hand; fatigue becomes a major factor in prolonged dictation.

The Students' Viewpoint

(Continued from page 18)

products to the right consumers at the right time for the right price.

Probably the most valuable single fragment of knowledge, however, is what I have learned about working with people. I reached a point of realization that you cannot force people to think as you do. You can guide other people as long as you do not push them. You must work with people, not on them.

The words "no" and "can't" have no place in the vocabulary of a distributive student. The word "no" produces antagonism. Tell someone "no" and he immediately sets up a wall of resistance. It is preferable to gain agreement to an alternative proposition. After agreeing on a "new way" then both parties have the duty of actually bringing the idea to completion. Too many people criticize without offering constructive suggestions.

"Can't" is the other word to be forgotten. It reflects the lack of self confidence. Many times a person says "can't" to avoid a difficult task. However, we learn by doing; typists learn by actually typing; bookkeepers learn by actually entering debits and credits in the company records. If a person consistently excuses himself by saying "I can't" he may be soon left behind in the

struggle for advancement. As an example, take the case at the Boeing Aircraft Company.

After World War II the United States Air Force announced that bids were open for an entirely new type of plane. Specifications were released to the larger plants that had produced war planes for the Air Force. In the Boeing Plant a board of engineers met to review these specifications. This board almost agreed that such a plane could not be built, except for one man who refused to admit that it couldn't be done. He showed how it could be done, thus reversing the decision of the entire board. Boeing bid for the contract for the new plane, and now we have the B47. It is as large as a B29 Superfortress. It will carry the same payload twice the distance at almost twice the speed. Now this plane that engineers thought couldn't be built has paved the way for larger and faster planes such as the eight jet B52.

Distributive education has given me the opportunity to meet the people in top retailing positions in our city. It also gave me my job with the largest home furnishings retailer in California. Through this job I have had the opportunity to learn retailing as it is done. Materials have been provided; people have been available to answer my questions; and time has been allowed for me to observe the many phases of store operation.

Distributive education has given me the tools for work. Through lectures and discussions the good and weak points of merchandise have been brought to my attention. Advertising programs and layouts were discussed and outlined. Accounting procedures were described, and store layout and decoration were demonstrated.

Distributive education provided valuable training in the art of leadership. I served as a student officer of Distributive Education Clubs of America on the local, regional, and state levels. This gave me the chance to meet top educators, top flight retailers of California, and the Governor of the State who is now Chief Justice of the United States Supreme Court. All of these people are interested in the students who will carry the load of the future. They willingly spend time and money to counsel and train students.

Opportunities in retailing are open to everyone who is interested. Distributive education is the door to such opportunities. Here one gains the perspective of the field, and thus can pick the spot that fits with his abilities.

Like many other students I found that financial problems could be fatal to many extra-curricular activities and even to school itself. Distributive education answered this problem for me as it has for thousands before me. My cooperative work-experience job has made me partially self-supporting thus reducing the strain on my parents, and it has provided me with funds for such activities as traveling to Wichita, Kansas to the national meeting of Distributive Education Clubs of America. An apt slogan for distributive education is, "Earn while you learn."

After the two-year distributive education program in Sacramento Junior College, I am continuing my retailing education toward a bachelor's degree in business administration at Sacramento State College. After that? Why of course, a career in retailing!!

Distributive Occupations

(Continued from page 29)

It is produced by the Encyclopaedia Britannica Films (1150 A Wilmette Avenue, Wilmette, Illinois) in cooperation with the National Sales Executives, Incorporated.

This new film relates the importance of selling in our economy and the role of the salesman in production and successful management. Many types of salesmen are shown at work; the retail salesman, the insurance salesman, the wholesaler's salesman, the freight salesman who sells a service, the salesman of raw materials, a manufacturer's representative, and two sales engineers.

Early problems in creative selling are depicted in their relation to basic inventions. The organization of a typical sales department is pictured, as are management relationships and all phases of sales preparation before the consumer is reached. Concluding sequences illustrate how selling helps maintain employment and builds the flow of goods.

James A. Hawkinson of Northwestern University collaborated on the picture.

This Is My Friend is the title of a 16 mm film of the Coca-Cola Company produced for the purpose of stimulating sales. Its running time is 47 minutes. Keynoting the film is this theme:

"You will fill your purse with silver
And your days with deep content
If you will say of every man
This is my friend"

The film is not concerned with the selling of one specific product, but with people, and the basic human relationships involved in selling, whether it be a product, a service, or an idea. It has nothing to say about Coca-Cola.

It should be as interesting to the grocer as it is to the service station man, as valuable to the insurance salesman as to the notions clerk, and as stimulating to the banker as it is to the short-order cook.

Drugstore Selling. The Rexall Organization is operating a training program for their employees on a national scale centered about a group of sound slidefilms produced by Rocket Pictures, Incorporated, Los Angeles. Each druggist received a film a month, beginning June 1951. The titles of the first year's supply were: "You in the Drugstore," "Are Customers Different?" "What Do You Sell?" "How To Use the Telephone," "Handling Complaints," "Selling Baby Needs," "Building Displays," "Your Cosmetic and Toiletries Department," "As Others See Us," "Enthusiasm Behind the Counter," "Human Relations in Business" "Selling Holiday Items."

These films provide an ideal base for a training program in drugstore selling for the local community.

The Bettger Story is a 16 mm sound motion picture of thirty minutes running time. It was produced by The Dartnell Corporation, and though it is last year's picture, it deserves mention.

Frank Bettger, salesman—writer—lecturer and former

baseball big leaguer, wrote a book, "How I Raised Myself from Failure to Success in Selling" which jumped to the first row of non-fiction best sellers in ninety days. Dartnell Corporation purchased the motion picture rights from Prentice-Hall and has come out with its first motion picture.

The picture follows the book closely. It is built on seven incidents in Bettger's life which helped him to success in selling. He re-enacts in the production a selling triumph of his career, giving the film a ring of authenticity. He also rewrote much of the film dialogue.

The core of the sales lesson is that a good man will succeed in selling if he will apply certain principles which are available to all.

Basic Business

(Continued from page 30)

The following recommendations should bring about some improvement in basic business offerings.

1. All business teacher-training institutions should require at least 40 semester hours for a major in this field. Approximately 15 to 20 semester hours of the student's time should be devoted to the basic business subjects.

2. A methods course in the business subjects should be included in the undergraduate program for all business teacher-training schools. A part of this course should include methods in general business training and business arithmetic. Other basic business subjects could be included. Students should not be just told "how" to teach these subjects, but they should develop units of instruction, actually gathering supplementary materials and developing methods and techniques that they can use.

3. The student-teaching experiences should include supervised instruction in both the skill and basic business areas. One institution in Kansas has developed a program whereby the student, during his senior year, spends from six to nine weeks in public schools away from the campus. The student lives in the community, spends the entire time teaching and observing all of the business subjects offered, and, in addition, gains experience in work with extra-class activities.

4. Administrators should select teachers who are qualified to teach the subjects offered. Many administrators request or require a teacher to take a general business class merely because "they have a vacant period" during that hour.

5. State certifying agencies, usually the State Department of Education, should set up and enforce requirements for the basic business subjects. A requirement of at least three hours in the subject taught is enforced in many states.

The above suggestions, while certainly not a solution to all problems, would aid in improving many of the undesirable conditions now in existence. Many of the conditions found in Kansas schools are not peculiar to Kansas alone. On comparison with studies made in Iowa, Ohio, Indiana, and Pennsylvania, it was found that Kansas practices were about the same as those states.

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(Continued from page 28)

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Another group of machines, distinctive and in a class all by themselves, are the punched card tabulating and account machines. These machines are not sold outright to any company, but they are available on a rental basis.

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Bookkeeping

(Continued from page 25)

How the Classroom Teacher Can Obtain the Study

Original. Apply to the Librarian of the School of Education, Indiana University, Bloomington, Indiana. The study represents the EdD thesis of J. Virgil Herring, completed in 1950.

Articles. Articles based to some extent on the study have been published as follows:

J. Virgil Herring. "Research Findings Relative to Students' Achievement in Bookkeeping and Accounting," *Business Education Forum* 8: 31-32; October 1953.

J. Virgil Herring. "Research in Teaching Bookkeeping and Accounting," *The Journal of Business Education* May 1951.

J. Virgil Herring. "A Review of Research in the Methods and Procedures of Teaching Bookkeeping," *The National Business Education Quarterly* 20: 11-18 March 1952.

UBEA

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Report of Mid-Year Meeting

At the mid-year meeting of the National Council for Business Education (UBEAs Executive Board), the group spent one and one-half days evaluating the activities, developing the present plans, and exploring new areas of service to members. Eighteen of the 26 Council members were present for the session at the Conrad Hilton Hotel in Chicago. The president, Lloyd V. Douglas, presided.

DPE Proposal Accepted

The proposal of Delta Pi Epsilon that UBEA publish the 1953 research abstracts prepared by the fraternity was accepted by the Council upon the recommendation of the UBEA Research Foundation. The cost of production, printing, and distribution will be shared by the two organizations. Herbert A. Tonne, president of DPE, presented the proposal. He said that the committee preferred the fall issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY as the medium for distributing the 1953 and subsequent series of abstracts. It was agreed that the UBEA Publications Committee could determine later if there is need for the spring issue of the QUARTERLY to be continued as a research publication.

Lomax to Head Unification Committee

In response to the proposals drawn up by a special committee representing various associations of business teachers, the president was authorized to name Paul S. Lomax to serve as the chairman of a committee to explore further the unification program at the national and regional levels.

Budget Committee

The budget committee composed of E. C. McGill, chairman; Robert E. Slaughter; Theodore Woodward; and the president recommended that the present services to members be retained, and that every effort be made to provide the Council with additional income needed for operating the Association. The committee also recommended that the Council give careful consideration to increasing the advertising rates for space in the publications, explore other sources of income, adjust dues, and increase the cost of single copies of UBEA publications.

As a result of these recommendations, the Council voted to adjust the member-

ship dues, and with the approval of the regional groups to earmark fifty cents for services in the respective regions. In order to prevent a substantial increase of dues paid by members, the following schedule was agreed upon: Regular membership—three years, \$12 (an increase of fifty cents a year to UBEA); two years, \$9 (an increase of \$1.00 a year to UBEA); and one year, \$5.00 (an increase of \$1.50 to UBEA). Professional membership—three years, \$19.50 (no change in amount to UBEA); two years, \$13.50 (an increase of 25 cents a year to UBEA); and one year, \$7.50 (an increase of \$1.00 a year to UBEA). It was anticipated that the increased cost of record keeping at the headquarters office due to the new rates will be offset by the savings on entries made for two- and three-year membership. Individual subscriptions to the FORUM and QUARTERLY are included with the professional membership. Subscription to the FORUM is included with the regular membership. The group voted to retain the present subscription rates for the FORUM and QUARTERLY—\$5 for the FORUM and \$3 for the QUARTERLY. The cost of single copies of the FORUM was increased to \$1 and the QUARTERLY to \$1.25.

All new rates will become effective on June 1, 1954, the beginning of the new fiscal year of the Association.

This is the first time since 1948 that a change in the rate of UBEA dues has been made. The Council is deeply aware of the depreciation in the purchasing power of the dollar since 1948 and the increase in cost of printing, postage, salaries of secretaries and clerical workers, and other operating expenses. The Association is operating within its income; however, the 1954 dollar will not purchase the original services outlined by the Council and still provide for the additional services needed by this growing organization.

New Publication Service Considered

Upon the request of many business teachers, the Council authorized the UBEA Publications Committee to investigate the possibility of providing reprints of articles published in the FORUM and QUARTERLY. As a result of this action, Vernal H. Carmichael, chairman of the committee, has mailed a questionnaire to more than two-hundred UBEA members

to determine if there is sufficient demand for this type of publication to justify inaugurating the service in 1955.

UBEAs Summer Meeting

The Executive Committee for the 1954 summer meeting to be held in New York City on June 28 has announced the following tentative schedule:

9:00 A.M.—Registration of delegates of affiliated association and other UBEA members

10:00 A.M.—Meeting of UBEA Representative Assembly. This important session is open to members

12:30 P.M.—Luncheon and an address by a prominent businessman on a topic of major interest to business educators and their friends

2:00 P.M.—Tour of stores and offices of interest to teachers

Monday's sessions will be held at the Statler Hotel. Business teachers who will be in New York City for the convention of the National Education Association will have an opportunity to attend discussion group meetings scheduled throughout the week.

Reservations for room accommodations should be made on the special form provided on this wrapper or which appeared in the January issue of the NEA JOURNAL. Although a few luncheon tickets will be available as late as 10:00 A.M. on June 28, it is advisable that persons who plan to attend this delightful event secure their reservations at once through the local committee.

Members of the Executive Committee for the summer meeting are Paul S. Lomax, Hamden L. Forkner, Robert E. Slaughter, Emma Audesirk, and Harold Baron. A number of prominent business teachers in the New York Area are serving on the Advisory Committee. This group will hold a planning session on April 23 at the McGraw-Hill Building.

IMPORTANT TO ISBE MEMBERS

The Central Committee of the International Society for Business Education has just announced that it will hold a Business Education Congress in Amsterdam on August 2-7, 1954. For additional information, please write to Miss Ann Eckersley, Secretary, U.S. Chapter, ISBE, Teachers College of Connecticut, New Britain, Connecticut.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATION PRESIDENTS

Alabama: Mary George Lamar, Auburn
Arizona: A. W. Flowers, Phoenix
Arkansas: Gladys Johnson, Little Rock
California: Milburn Wright, San Jose
Colorado: Cecil Puckett, Denver
Colorado Eastern: Zane Hays, Sterling
Colo. Southern: Katherine McIntyre, Pueblo
Colo. Western: Reba Wing, Grand Junction
Connecticut: Lewis Boynton, New Britain
Delaware: Ed. Williams, Rehoboth Beach
Florida: Della Rosenberg, Starke
Georgia: Gerald Robins, Athens
Idaho: Helen M. Payne, Twin Falls
Illinois: Edith Sidney, Chicago
III. Chicago Area: Ada Immel, Skokie
III. Southern: Margaret Williams, DuQuoin
Ind. Indianapolis: Hubert Bowers, Martinsville
Ind. Evansville: Olive Smith, Oakland City
Ind. Ft. Wayne: R. H. Duffield, Columbia City
Ind. South Bend: Garth Cobbum
Ind. Gary: Arnold Corder, Hammond
Iowa: William Masson, Iowa City
Kansas: Nora Stosz, Wichita
Kentucky: John Tabb, Louisville
Louisiana: Kenneth LaCaze, Ruston
Maryland: Joseph Murray, Baltimore
Minnesota: Warren Meyer, Minneapolis
Mississippi: Ida Mae Pieratt, Hattiesburg
Missouri: Lois Fann, N. Kansas City
Mo., St. Louis: Bro. James McCaffrey
Montana: Beulah K. Morris, Great Falls
Neb. Dist. 1: Jamesine Bourke York
Neb. Dist. 2: Alfreda Clark, Hastings
New Hampshire: Eva A. Owen, Colebrook
New Jersey: Emma Audesirk, N. Arlington
New Mexico: Becky Sharp, Portales
North Carolina: William Warren, Candler
North Dakota: Donald Aase, Lisbon
Ohio: Harold Leith, Cincinnati
Oklahoma: Ruth Fell, Norman
Oregon: Leonard Carpenter, Portland
Pennsylvania: Benjamin Kuykendall, Phila.
Penn. Philadelphia: Evelyn Duncan, Phila.
South Carolina: Sarah Zeagler, Blythewood
South Dakota: Quentin Olson, Centerville
Tennessee: Cliffie Spilman, Clarksville
Texas: Velma Parker, Fort Worth
Texas Houston: Elizabeth Seufer, Houston
Utah: Glen Collans, Ogden
Virginia: Louise Moses, Norfolk
Washington Eastern: Celeste Kinder, Cheney
Washington Central: Cora Harms, Sunnyside
Washington Western: Wm. Toomey, Seattle
West Virginia: Britton Lavender, East Bank
Wisconsin: Ernest May, Milwaukee
Wyoming: Marie Thayer, Casper
Tri-State: Ward C. Elliott, Wheeling, W. Va.

Louisiana

The following persons were elected at the fall meeting of the Louisiana Business Education Association to serve as officers during the present year: President, Marie Louise Franques, Southwestern Louisiana Institute, Lafayette; vice president, Andrew H. Ferguson, Linville High School, Linville; secretary, Olga R. Schilling, Southwestern Louisiana Institute, Lafayette; and treasurer, Polly Lou Hicks, Boyce High School, Boyce. Representatives on the Executive Council are Hollie W. Sharpe, Northeastern State College, Monroe; and Louise Kinney, Baton Rouge High School.

Kentucky

The Kentucky Business Education Association is working toward securing a State Supervisor of Business Education. A committee was appointed by the president, John Tabb, Ahrens Trade School, Louisville, to work with Wendell Butler, State School Superintendent, in developing an estimate of the cost of the program. Vernon A. Musselman, University of Kentucky, is chairman of this committee.

Chicago Area

The Chicago Area Business Educators Association held its Ninth Annual Business Students' Conference on March 11 at Northwestern University. The theme was "Your Future in Business."

Among the topics discussed by local businessmen were "You and Your Future," "Mistrial, or Magnolia Murders Gregg," "Carrie Career Suggests a Wardrobe for Business," "Men, Do You Need Help?" "Jane Didn't—Jane Did."

The morning session closed with a demonstration of typewriting techniques and short cuts by John Rowe and students of the Northern Illinois State Teachers College. Mr. and Mrs. Kenneth Spiecker discussed "What To Look for at the Office Machine Show."

Following the luncheon session, the various groups were transported by buses to the Conrad Hilton Hotel for an afternoon at the business machines show. Gene Dahl of Glenbrook High School was in charge of reservations.



OREGON . . . Enid Bolton (second from left) was elected president of the Oregon Business Education Association at the recent meeting in Portland. Other officers are Gertrude Ditto, treasurer; Theodore Yerian, consultant; Don Sayre, vice president; and Nedda Delaney (not shown) secretary.

Texas

The Executive Committee of the Texas Business Education Association met on the campus of North Texas State College on Saturday, February 27. The following persons were present: Velma Parker, president; Ruth I. Anderson, vice president; Winnie Bedell, treasurer; Bob Bender, secretary; Ruth Fedderman, past president; and Johnnie Punchard, historian. The purpose of the meeting was to plan the second year's activities.

All eleven Districts in TBEA held District Business Education meetings. The following persons are serving as chairmen of the various Districts during 1953-54: District I, Gladys Tiemann, Beaumont High School; District II, Rachel C. Jackson, San Antonio; District III, Mrs. Fred Tompkins, San Benito High School; District IV, Nelda Snow, Texas Technological College, Lubbock; District V, Vera Lee Brown, Dallas; District VI, Charles O. Peartree, El Paso; District VII, Eva Garvin, Abilene High School; District VIII, Elizabeth Henderson, East Texas State Teachers College; District IX, Elbie Pattillo, Pampa High School; District X, Mrs. A. B. Scott, Waco; District XI, Grace Lockridge, Brownwood.

IN ACTION

**Introduction by RUTH I. ANDERSON
chairman, DPE Committee on the 1953
Selected Bibliography of Articles**

Administration and Supervision

"Modern Planning for Business Training in Georgia," Georgia Business Education association. *Business Education World*, January, 1953. Recommendations on classroom plans and equipment for high schools of various sizes.

"Some Major Aspects of State Supervision of Business Education," A. L. Walker. *The National Business Education Quarterly*, May, 1953. A report of state supervisory practices which have proved successful in improving business education.

"The Application Letter as Superintendents Want It," Virgil E. Harder. *Journal of Business Education*, April, 1953. Tips for teachers to use in applying for a position.

"Open House!" Helen H. Green. *Business Education World*, February, 1953.

"Modern Planning for Business Training: High School on a Hillside," Louise Boggess. *Business Education World*, October, 1953. Description of layout and equipment of the business education department of a modern California high school.

Audio-Visual Aids

"Ideal Audio-Visual Equipment for Typewriting," E. Dana Gibson. *Business Education Forum*, November, 1953. Diagrams of an ideal audio-visual typewriting room. Equipment, storage, and office space needed.

"Planning the Educational Excursion," Dean R. Malsbary. *The Balance Sheet*, January, 1953. An eight-point procedure for planning a field trip. Specific values of such trips.

"We Have an Assistant Teacher in Our Shorthand Classroom," Lura Lynn Straub. *Business Education World*, May, 1953. Suggestions for the use of voice-writing machines as shorthand instructional aids. Advantages and disadvantages of the various types of machines.

"An Overview of Visual Aid Projections," W. Harmon Wilson. *Business Education Forum*, January, 1953. Suggestions for the effective use of various types of visual aids.

Basic Business

"Consumer Classes Can Be Popular," Jessie Graham. *Business Teacher*, September-October, 1953. Specific devices designed to stimulate pupil interest in consumer courses.

"How To Teach the Financial Page," Gerald W. Maxwell. *Business Education World*, December, 1953. Detailed explanation with illustrations of procedures for teaching the interpretation of the financial page in the newspaper.

THE DELTA PI EPSILON SELECTED BIBLIOGRAPHY

The list of selected articles in business education for 1953 as submitted by the various chapters of Delta Pi Epsilon is given here. Professional books and yearbooks were not considered in this list. All chapters of Delta Pi Epsilon except those organized in 1953 cooperated in compiling this bibliography.

In order to insure a representative study of all of the magazines in business education, a particular issue of a magazine was assigned to at least two chapters.

The judgement of the members of these chapters was then reconciled, and each section of the bibliography submitted to outstanding business educators in that area for a final evaluation.

The bibliography for 1953 is the third annual bibliography of selected articles. The list does not necessarily include all of the best articles published during the year. Rather the list represents the judgement of Delta Pi Epsilon members as to those articles which were of most value to them.

DELTA PI EPSILON COMMITTEE FOR 1953

RUTH I. ANDERSON, North Texas State College, Denton, Chairman. Committee Members: EARL DVORAK, Indiana University, Bloomington; FRANK LIQUIURI, University of Cincinnati; and DOROTHY L. TRAVIS, University of North Dakota and Central High School, Grand Forks.

"The Contribution of Popular Magazines to Consumer Education," Wilmer Maedke. *Business Education Forum*, October, 1953. Annotations of articles in popular magazines on the subject of consumer education.

Bookkeeping

"Five Ways To Improve Bookkeeping Instruction," Byron C. Yale. *Business Education Forum*, February, 1953. Practical suggestions for helping students develop an understanding of basic bookkeeping procedures.

"Do You Really Teach Bookkeeping?" J. Marshall Hanna and M. Herbert Freeman. *Business Teacher*, May-June, 1953. A check list of good bookkeeping teaching practices to be used in evaluation and self-improvement of instruction.

"Are You Solving the Reading Problem in Bookkeeping?" F. Wayne House. *Business Education World*, February, 1953. Suggestions for attacking the problem of reading comprehension in bookkeeping classes.

"Criticism, Comment, and Challenge," Frederick G. Nichols. *Journal of Business Education*, March, 1953. The importance of teaching record keeping as well as bookkeeping in the schools.

Business and Industry

"The Challenge to American Business," Richard R. Ettinger. *Journal of Business Education*, October, 1953. Some of the employer-employee problems with which businessmen must wrestle.

"Recording and Presenting the Findings of Job Studies," Lowell W. McGraw. *Business Education Forum*, May, 1953. A description of the methodical procedure used by modern business to increase worker production and thereby reduce labor costs.

"Some Problems of Beginning Teachers," James T. Blanford. *Journal of Business Education*, January, 1953. A report of special interest to teacher trainers on the weaknesses and problems of beginning teachers.

Clerical, Secretarial, and Office Practice

"Planning Your Office Machine Course," Lloyd E. Baughan. *Business Education World*, January, 1953. Scope, objectives, prerequisites, qualifications, and organization of an office machines course.

"Studying and Measuring Common Basic Office Operations To Determine Qualifications for Effective Job Performance," W. Williams and C. Kowal. *Business Education Forum*, May, 1953. Work simplification, measurement, standards, incentives, and forms for office operations.

"Human Relations in Secretarial Practice," Charles B. Hicks. *Business Education World*, February, 1953. Eight techniques to help teach students proper human relations and to develop their personalities.

"What Businessmen Want in Application Letters," Robert D. Hay. *Business Education World*, September, 1953. A survey reporting what businessmen like and dislike in application letters.

"Realism in Secretarial Practice," Charles B. Hicks. *Business Education World*, January, 1953. Suggestions for enriching the content and atmosphere of secretarial practice.

"What Should We Teach in a Clerical-Practice Course?" Harry Huffman. *Business Education World*, May, 1953. A guide to the content of a clerical practice course. (See series, April, 1953 to March, 1954.)

Curriculum

"An Inservice Business Education Curriculum for Small Business Managers," Samuela V. Trotty. *The National Business Education Quarterly*, March, 1953. Discussion of the seven steps involved in setting up a curriculum for small business managers; sample source units included.

"Quo Vadis," Galen Stutsman. *Journal of Business Education*, March, 1953. Fifteen questions business teachers might ask themselves in evaluating their teaching goals.

IN ACTION

"Using the Findings of Job Studies To Improve Instruction in Business Subjects," Frederick G. Nichols. *Business Education Forum*, May, 1953. A discussion of the reasons why practice lags so far behind valid research findings. Eight well-defined necessary steps to rectify the present situation.

Distributive Education and Co-operative Training

"Evaluation of a Distributive Occupational Training Program on a Nation-Wide Basis," John B. Pope. *Business Education Forum*, April, 1953. A discussion of a nation-wide evaluation of distributive education.

"Evaluating Cooperative Part-time Training for the Distributive Occupations," William B. Logan. *Business Education Forum*, April, 1953. A description of an evaluation plan which can be adapted to any community in any state.

"Cooperative Placement Programs," Esther Lefler. *Journal of Business Education*, April, 1953. Concrete suggestions for placing students properly on their first jobs.

"Cooperative Projects in Our Merchandising Class," Anne C. Clancy. *The Balance Sheet*, April, 1953. Six projects selected by a class in merchandise studies with comments by a few members of the class on the value of the projects.

Miscellaneous

"The Future Business Leaders of America," Gladys Peck. *The National Business Education Quarterly*, May, 1953. A description of the purposes, functions, organizations, and activities of FBLA.

"Criticism, Comment and Challenge," Frederick G. Nichols. *Journal of Business Education*, April, 1953. Discussion of the need for teachers to provide opportunities for the development of desirable personality traits in their students.

"The High School Business Library," H. G. Enterline and others. *American Business Education*, May, 1953. A comprehensive list of source materials for the various business subjects.

"Spring Cleaning and Your Business Club Programs," Helen H. Green. *Business Education World*, May, 1953. Many helpful program hints and devices for club meetings.

"National Professional Unity in Business Education Is an Imperative Need," Paul S. Lomax. *The Balance Sheet*, May, 1953. Announcement of the formation of a joint committee on central relations in business education.

Shorthand and Transcription

"How I Build Skill in Transcription," Rosalyn R. Shostak. *Business Teacher*, March, 1953. Specific procedures for drills for developing some of the essential pre-transcription skills.

"Standards and Grading in Transcription," Ruth I Anderson. *Business Education Forum*, October, 1953. Factors to be considered in setting up standards. Detailed description of a grading plan for transcription.

"Transcription—The Proving Ground," David M. Brown. *Business Teacher*, April, 1953. A businessman and former business teacher tells what needs to be taught in transcription.

Teacher Education

"What Does the Business Teacher Need?" Ramon P. Heimerl. *Business Teacher*, September-October, 1953. Recommendations of principals and teachers for the improvement of business-teacher education programs.

"Some Problems of Beginning Teachers," James T. Blanford. *Journal of Business Education*, January, 1953. A report of special interest to teacher trainers on the weaknesses and problems of beginning teachers.

"What Kind of Citizens Do Business Teacher Education Graduates Become?" Erwin M. Keithley. *The National Business Education Quarterly*, Spring, 1953. A comparative study of the participation in civic affairs by business teachers and college educated men and women.

"I Said to My Practice Teacher," Evelyn Stevens. *The Balance Sheet*, March, 1953. Suggestions for conducting classes and for those entering the teaching profession.

Typewriting

"Dynamic Influences in the Development of Number Skill," T. James Crawford, *Business Education Forum*, November, 1953. A description of the procedures to be followed in developing increased skill in typing numbers.

"How We Combined Advanced Typing with Office Machines," Frank M. Hveem. *Business Education World*, April, 1953. A plan for combining advanced typewriting with office machines and the advantages of such a plan of integration.

"The First Two Weeks of Typewriting," Carlos K. Hayden. *The Balance Sheet*, March, 1953. Some teaching methods and techniques that may be used during the first two weeks of typewriting instruction.

RESEARCH ABSTRACTS

In cooperation with the Research Foundation of UBEA, Delta Pi Epsilon is preparing for publication in the Fall 1954 issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY, approximately one-hundred abstracts of research studies completed in 1953. The abstracts, one page in length, will be marked for punching. This will enable members who wish to classify the abstracts by subject areas to add the 1953 and subsequent series to the series published by DPE in 1952.

NABTTI BULLETIN BOARD

SOUTH DAKOTA WORKSHOP

A workshop in Business Education will be sponsored by the University of South Dakota on June 30, July 1 and 2. The workshop will be devoted to a consideration of new practices in teaching business subjects.

Information concerning the workshop may be obtained by writing to Hulda Vaaler, School of Business, University of South Dakota, Vermillion, S. D.

HOUSTON CONFERENCE

The Fourth Annual Business Education Conference will be held June 14-15 at the University of Houston. Guest lecturers will be present to participate in the conference which will be devoted to the problems and techniques of teaching shorthand and typewriting with special emphasis upon the teaching of electric typewriting.

Write to Carlos K. Hayden, chairman, Department of Business Education, University of Houston, Houston, Texas, for information concerning the conference.

SCHOLARSHIPS AVAILABLE

Teachers College, Columbia University, has made available a number of working scholarships for graduate students who wish to earn as they learn. To qualify one must be a graduate in good standing from an approved undergraduate institution and possess the ability to do office work.

Persons interested should write to Hamden L. Forkner, Teachers College, Columbia University, New York 27, New York, for full information.

INTERNATIONAL CONFERENCE

The Sixth International Business Education Conference which will be held at the University of North Dakota is scheduled for June 3 and 4. Discussions of each subject area in business education will be led by panels composed of conference staff members and teachers attending the conference. Arrangements have also been made for book exhibits and business machines demonstrations.

Information concerning the conference is available from the General Chairman, Oswald M. Hager, State Supervisor of Business Education, University Station, Grand Forks, North Dakota.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

The Local FBLA Paves the Way

Local chapters of the Future Business Leaders of America are now chartered in more than 1000 high schools and colleges in the United States and Hawaii. These chapters operate under an approved constitution and by-laws which provide an opportunity for leadership training and an enrichment of the experiences of young men and women who are preparing for careers in business.

The local chapter may function as a single unit or it may be composed of separate clubs for different groups of business students. Its members are enrolled in one or more business subjects—office or sales and store areas—irrespective of whether such education is federally reimbursed.

Membership in the local chapter indicates not only an interest in preparing for employment in the field of business, but also a planned program which will strengthen and develop the individual. Belonging to an FBLA chapter carries responsibility as well as chapter privileges.

Types of Membership

There are four types of membership in the local chapter. They are (1) active, (2) associate, (3) collegiate, and (4) honorary. Official membership cards are provided for each type of membership and an appropriate seal to indicate the

WHY I SPONSOR A CHAPTER OF FBLA

Any business job requires far more than the skills necessary for it. Employers will quickly tell you that. Every person who has worked knows it. But class time is short and usually must necessarily be devoted to the skill subjects. Where then shall the students learn basic business procedures, delegation of authority, and all the other attributes that employers feel our young people should have?

An FBLA Chapter has this as an essential part of it. The creed states: I believe every young person should take the responsibility for carrying out assigned tasks in a manner that will reflect credit to himself, his associates, his school, and his community. Some of the purposes for which FBLA is formed are: to develop competent, aggressive business leadership, to develop character, train for useful citizenship, foster patriotism, and to participate in cooperative effort.

The students join FBLA originally because they are bound by the mutual interest of business and the desire to learn more about it. Talks by business leaders help the students to learn of business, what will be expected of them when they enter it, and what qualities they should have. Stressed always is an understanding of basic business procedures.

Through working together in FBLA, students learn that there is a definite pattern of conduct, particularly in business. One carries out assigned tasks correctly and one does not assume un-delegated authority. To vary from the chain of authority by going over a superior's head is a cardinal sin. Students should learn these in school or business clubs rather than later in an actual business experience.

Probably any business club could serve many of these purposes, but an FBLA chapter has at its disposal the best material available and the best persons in the field in training and in business experience. I believe that our young people deserve the best!—EDNA L. LEE, *FBLA Sponsor, Clay County Community High School, Clay Center, Kansas.*

grade of membership is attached to the card. The grades of active membership are assistant, supervisor, and leader.

The minimum requirements which a member must meet for the assistant's degree are: (1) Be regularly enrolled in a business subject and have a satisfactory and acceptable plan for a program of future study. (2) Be familiar with the purposes of FBLA and the program of the local chapter. (3) Have a superior record of willingness to cooperate, eagerness to work, and a desire to be of service to the organization, the school, and the community. (4) Be prepared to recite from memory the creed of the Future Business Leaders of America. (5) Display employable qualities of promptness, alertness, cooperation, and dependability.

In addition to the qualification for the assistant's degree, the applicant for the degree of supervisor must have satisfactorily completed a unit of credit in the business department and meet the following requirements: (1) Be familiar with the purposes and programs of work of the state chapter and national organization. (2) Be familiar with the provisions of the constitution of the local chapter. (3) Be familiar with parliamentary procedure. (4) Be able to lead a group discussion. (5) Must have shown the proper attitude in all school subjects during the entire period of secondary school instruction completed at the time of application for the supervisor degree. (6) Must have participated in an outstanding way in activities for community improvement.

After meeting the requirements for the supervisor's degree and obtaining an additional one-half unit of credit, a member may apply for the degree of leader. The other requirements for this degree are: (1) Must be engaged in some activity of the chapter and be responsible for the carrying out of the project or study. (2) Must be able to speak forcefully and convincingly on some topic of local or national interest. (3) Must be able to direct the work of others and to attend to the affairs of the chapter in a business-like manner. (4) Must demonstrate by test or otherwise a vocational competence in some field of store or office occupations. (5) File a written statement signed by a local businessman or woman with the secretary of the chapter that he possesses the traits and attitudes which business is looking for in its field of endeavor.

Chapter Projects

Each chapter selects at least one major project which carries out one or more of the twelve purposes of the organization. The projects are divided into four categories—chapter, school, community, and state. The state projects are under the sponsorship of the State FBLA Chapter. Some of the local chapters are called upon from time to time to assist the national chapter with special projects.

A recent survey shows that more than 90 per cent of the chapters engage in money-making projects which represent cooperative business ventures such as the purchase, harvesting, and marketing of sweet potatoes, pecans, and other crops; the organization, operation, and liquidation of business units involving various items of merchandise; the printing and sales of programs and school newspapers; and the conducting of office service units. The profit which accrues from these small

FUTURE BUSINESS LEADERS

business enterprises is used by the chapters for the purchase of equipment, transportation for representatives to state and national conventions, field trips to business offices for chapter members, payment of chapter dues, and the like.

School-community service projects—job placement, cooperative programs and projects with business and service clubs—are engaged in by nearly all chapters. The collegiate chapters and many high school chapters assist the state and national chapters in the promotion and organization of local chapters in their respective areas.

As businessmen and business educators browse "here and there" through the reports of chapter activities, they are impressed with the projects undertaken by these young adults who are receiving expert guidance through membership in this national youth organization. Education for leadership is a responsibility of business education which must be provided for the youth of today in order that they may live happily and prosper in the expanding economy of tomorrow.

HERE AND THERE

Eastern Region

¶ A panel discussion on "Is Business Education Meeting the Needs of the Business Students?" was sponsored by the Burlington (New Jersey) High School Chapter at a regional meeting. A "cafeteria-style" dinner preceded the discussion. Moderator for the panel was Dr. Lloyd Jacobs, New Jersey State Supervisor of Distributive Education.

¶ A revealing and informative feature article appeared in the Ridgewood Herald-News concerning the alumni job-survey made by the Ridgewood (New Jersey) High School Chapter.

¶ The Chapter at Bacon Academy, Colchester, Connecticut, presented a business education assembly which offered valuable and practical information to the entire student body. The program "Putting Your Foot in the Door" was designed to help pupils acquire and hold jobs.

Southern Region

¶ At the recent installation of the Conway (South Carolina) Chapter the guest speaker was Dr. Francis Platt, Jr., vice-president of the Junior Chamber of Commerce, who spoke on the need for business leadership.

¶ When the Martinsville High School Chapter installed the Drewry Mason Chapter in Ridgeway, Virginia, the guest speaker was the technical superintendent of the local Du Pont Company, Dr. D. C. Myers. Dr. Myers spoke on "What the Businessman Is Looking For in a Young Worker." He said that boys and girls should decide upon their future work, prepare themselves for that job, exercise self-discipline, and learn to work with people.

¶ The Business Education Department of the Pontotoc (Mississippi) High School received a set of film strips on "Manners Made Easy" from the FBLA Chapter in the school. The money for the purchase was raised by addressing envelopes for various drives and campaigns.

¶ The Chester (South Carolina) High School chapter, organized only last year under the advisement of Mrs. M. C. Hanna,

is making rapid progress. Consisting of 62 alert members, the chapter has won the support of local civic and business groups.

¶ Miss Gladys Peck, Louisiana State Supervisor of Business Education, was a speaker at the third Florida State Convention in Tallahassee. She also contributed an article on FBLA which was published in the Summer 1953 issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY.

¶ Chapter 157 of Morganfield, Kentucky, added \$80 to its treasury by compiling a scrap book on the "Betterment of Our Community," making menus for a Lion's Club banquet, and sponsoring a sox-hop.

¶ An impressive candle-light installation service was held in the library of the Warren County (Virginia) High School when officers and charter members were inducted by the Culpeper Chapter.

Central Region

¶ A guest night was sponsored by the Spooner (Wisconsin) Chapter. The guests included many parents, businessmen, and office personnel of the community. The program was designed to show the people in the community what has been accomplished by having a local FBLA Chapter.

¶ The highest FBLA degree, that of "Leader," was awarded for the first time by the Parkersburg (Iowa) High School. Members receiving the degree were Esther Brocka, Franklyn Rogers, Mary Ann Eckhoff, Eunice Cassman, and Bonnie Knock.

¶ The Reitz High School Chapter at Evansville, Indiana, believes in doing things in a big way. When 37 of the 42 members graduated, the remaining 5 members planned an extensive campaign which brought in 92 new members.

¶ The FBLA Night School Council of Anderson (Indiana) College last year sponsored a course in "Federal Income Tax" which was highly successful and widely accepted.

Mountain-Plains Region

¶ The Galena Park (Texas) FBLA sells ice cream in the school cafeteria about once a month in order to "swell" the FBLA treasury.

¶ The FBLA Chapter at Shawnee Mission High School in Merriam, Kansas, consists of approximately 85 members and is composed of three clubs. The Stenoetts (seniors majoring in secretarial science) is the newest club to join the Chapter.

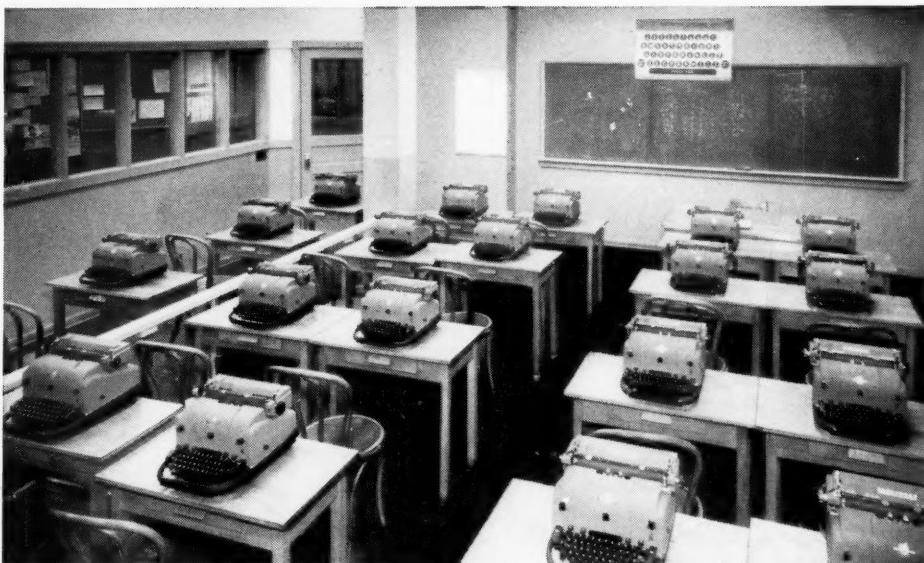
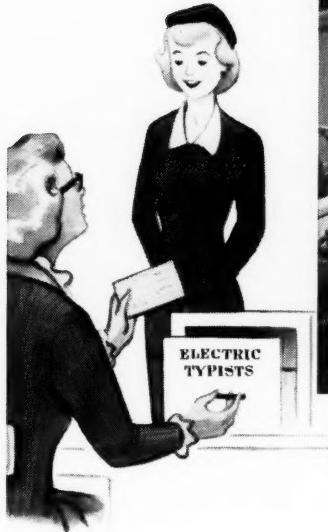
¶ Hill City (Kansas) Memorial High School, organized in the fall of 1952 with 49 members, made itself known in a big way last year. Among many interesting projects in which the chapter engaged were making a student directory, operating a concession stand at football games, seeing film strips on "Do's and Don'ts in Applying for a Job," and conducting a food sale for the polio fund drive.

¶ Members of the Burk Burnett (Texas) High School Chapter are busy completing a freshman handbook which will be distributed to students entering their school next year.

Western Region

¶ Recently organized, the Canoga Park (California) High School boasts 139 charter members. The chapter already has an active bureau to help the school counselor.

¶ As their school service project, FBLA Chapter members at Lake Oswego (Oregon) High School are supervising the typewriting room twice a week after school and have undertaken duties as cashiers at basketball games.



to meet the growing demand for electric typists, and to accelerate development of expert typing skill in students . . .

Rochester Institute of Technology Installs Underwood Electric Typewriters

A battery of 20 Underwood Electrics has been added recently at R.I.T. . . . to give students every advantage in competing for positions in the modern business world.

Faculty members find the switch to electric typewriters has simplified teaching. Electricity does the heavy part of the work for teaching proper techniques for keyboard operation, carriage return, tabulation, and other operating features.

Assured of uniform, superior quality work from the start, students do more typing and develop expert skill in a shorter time.

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UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of **UBEA**.

UBEA sponsors more than 1000 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

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